DOCUMENT RESUME

ED 271 362 SO 017 289

TITLE	Learning Experiences in Population Education. Population Education Programme Service, Volume 3. For the Non-Formal Education System.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE	85
GRANT	OPE-644-1000
NOTE	109p.; For related documents, see SO 017 288 and SO 017 306.
AVAILABLE FROM	UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Curriculum Guides; Educational Resources; Instructional Materials; *Population Education; *Population Growth; *Population Trends; Resource Units; Teaching Guides

ABSTRACT

One of the main products of the Regional Workshop for the Development of Packages of Adequate Learning Requirements in Population is this prototype package of curriculum materials in population education. The workshop notes that one of the shortcomings of country programs in population education is that the content integrated in school subjects is quite inadequate in bringing about desired attitude changes regarding population issues and problems. The prototype package contains: (1) a set of guidelines for the development and use of a good package; (2) population education curriculum built around the information, education, and communication (IEC) core messages; (3) user's guides; (4) learning materials for literate out-of-school youth, including stories/booklets, posters, and charts; and (5) survey instruments for assessing the interest, needs and problems of the community, and evaluative research instruments for pre-testing the reading materials and posters. (RSL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED271362

LEARNING EXPERIENCES IN POPULATION EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

MR. EKOK DJAKA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

50 017289

42

Unesco. Regional Office for Education in Asia and the Pacific, Bangkok.

Learning experiences in population education, vol. 3 – Non-formal education programme: prototype curricular materials.
Bangkok, 1985.

109 p. (Population Education Programme Service)

1. POPULATION EDUCATION – INSTRUCTIONAL MATERIALS DEVELOPMENT. 2. POPULATION EDUCATION – OUT-OF-SCHOOL PROGRAMMES. 3. POPULATION EDUCATION – INSTRUCTIONAL MATERIALS. I. Title. II. Volume title. III. Series.

P375.003 (or)
P374

© Unesco 1985

Published by the
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

under UNFPA Project RAS/74/PO2

Printed in Thailand

The designations employed and the presentation of material throughout the publication do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

BKP/84/OPE/644-1000

CONTENTS

	Page
Introduction	1
About the package	3
Procedural guidelines for developing a good package	3
Population education curricular design	4
Prototype learning materials	8
Guidelines for using the package of learning materials in population education	9
Prototype learning materials	11
– Small family or big family : which family do you want?	13
– Family size and food	14
– When more means less and less means more	17
– Delayed marriage	21
– An and Son	28
– What does responsible parenthood mean?	34
– Will Maria realise her dream?	36
– Next baby, when?	40
– Spacing for better family life	42
– What will happen next?	47
– How you prevent pollution?	48
– Understanding dynamics of population growth	56
– Boy or girl	73
– Deeva Jagaya (A candle in lit)	77
Appendices	85

INTRODUCTION

About the package

This prototype package of curricular materials in population education is one of the main outputs of the Regional Workshop for the Development of Packages of Adequate Learning Requirements in Population, which was organized by the Unesco Regional Office for Education in Asia and the Pacific, in collaboration with the Ministry of Education, Thailand. Held in Chiangmai, Thailand, from 17 to 30 July 1984, the Workshop was organized in accordance with one of the recommendations of the 1982 Regional Consultative Seminar in Population Education, which noted *inter alia* that one of the shortcomings of country programmes in population education is that the population content integrated in school subjects is quite inadequate in bringing about desired attitude changes regarding population issues and problems. This is largely because population concept tend to be spread too thinly in many non-formal education programmes. In so doing, the message tends to be diluted and rendered less effective. The participants of the 1984 Regional Workshop developed prototype packages of curricular materials in population education for the non-formal education system in an attempt to remedy the situation.

In developing the package, the participants were guided by a set of guidelines for determining a good package. The prototype package consists of: (i) a set of guidelines for its development and use; (ii) population education curriculum built around the Information, Education and Communication (IEC) core messages; (iii) user's guides; (iv) learning materials for literate out-of-school youth, including stories/booklets, posters and charts; and (v) survey instruments for assessing the interest, needs and problems of the community, and evaluative research instruments for pre-testing the reading materials and posters.

Procedural guidelines for developing a good package

The formulation of procedural guidelines for developing a package of learning materials integrating population concepts into non-formal education programmes is of considerable significance both for the material producer and for the users of the package. In view of the similarities in the types and forms of motivational and instructional materials, it was felt unnecessary to develop separate procedural guidelines for each. Thus, the general guidelines presented below aim at providing directions for both.

These guidelines indicate the actual procedures to be followed in developing the package. These steps dovetail with the general approach followed in developing any curricular package except for the fact that several other general and detailed steps have been added.

After selecting a service area or community to be targeted and developed, the development of an integrated curriculum and package of learning materials in population education may proceed as follows :

1. Collect full background information about specific target group(s) and identify their specific needs/problems. (This information can be procured from survey findings, documents, interviews with local leaders, people who have knowledge

about the target group). Information gathering should be a continuous exercise to keep the programme up-to-date and relevant.

2. Analyse and interpret the data to identify and prioritize problems/needs of the community and the target audiences.

3. Formulate the objectives.

4. Determine the curricular content/messages to go into the materials.

5. Identify the specific type (individual/group/mass) and format of materials to be developed (motivational/instructional/follow-up).

6. Prepare the first draft. This may be accomplished by:

   a) An inter-disciplinary team of material developers,

   b) Commissioning writers and visualisers,

   c) Organizing a workshop.

7. Review of the draft by a panel of experts to verify the technical components, art work and communicability.

8. Revise the materials in the light of the comments made by the experts/specialists.

9. Translate the materials in the language of the target audience if developed in some other language, and validate visuals.

10. Pre-test/try-out the material – develop pre-test design, develop instruments, and administer the try-out.

11. Analyse and interpret the try-out results and revise the materials if necessary.

The validity of these guideline was tested in the 1984 Regional Workshop. However, appropriate modifications may have to be made when the guidelines are tried and used in the Member States.

Population education curricular design

The suggested population education objectives and content areas for non-formal education presented in the following pages are built around the population information, education and communication core messages. The list is by no means exhaustive, but only demonstrative and could be a useful starting point for discussion and planning. The broad messages and content areas have been expanded to include suggested types of materials on selected contents from which to develop a package of printed and visual materials. These are given on the following pages.

Core Message	*Objectives*	*Content Areas*	*Forms/Types of materials on Selected Contents*
1. Small family size and family welfare.	To develop an understanding among the target audiences about: a) the advantages of small family size; b) the impact of family size on family welfare; c) means of limiting family size.	1. A small family size is one with two children. (It will vary from country depending upon national policy and socio-economic and cultural factors). 2. A small family size is one of the important factors which enhances the quality of life of its members in terms of fulfilment of basic human needs such as: a) food and nutrition, b) housing, c) health, d) safe drinking water, e) education, f) recreation, g) savings, h) security, i) higher needs and comforts. 3. Large size family has many problems. 4. You can keep your family size small by adopting different natural and artificial contraceptive means/methods.	1. Small family – happy family (poster). 2. The choice is yours: Small or large family (chart). 3. Every additional child in the family adds a number of problems (handout). 4. Small family – happy family (flashcards set). 5. When to have a next baby (poster). 6. Case study of a small family – happy family. 7. Booklet: "Families can be planned."
2. Delayed marriage	To develop better understanding among the target audiences about the advantages and disadvantages of delayed marriage.	1. Legal age for marriage. 2. Effects of early marriage on: a) child, b) mother, c) family relations. 3. Delayed marriage helps: a) to have a smaller family, b) reduce reproductive period of woman, c) to pursue education and other activities for self-fulfilment and gainful employment,	1. Poster on "Marriageable Age" 2. Socio-economic and health implications of delayed marriage on child and mother (chart). 3. Case study on delayed marriage (a booklet).

BEST COPY AVAILABLE

Core Message	*Objectives*	*Content Areas*	*Forms/Types of materials on Selected Contents*
		d) to improve the welfare of their parents, brothers and sisters, e) to become mentally and emotionally mature, and financially self-reliant to cope with the responsibilities of married life. 4. Prolonged delayed marriage may lead to: a) premature and under weight babies, b) congenital malformation, c) decline in mother's reproductive capacity.	
3. Responsible parenthood (responsible parenthood has been defined as the begetting of wanted and planned children as a means to a better quality of life).	To develop better understanding among the target audiences about: a) concept of responsible parenthood and its components, b) relationship between responsible parenthood and better family, c) means to achieve responsible parenthood.	1. Essentials of responsible parenthood. 2. Responsible parenthood and better family life. 3. Responsible parenthood helps plan family size by having fewer and well spaced births. 4. Responsible parenthood enhances opportunities for sharing social and economics responsibilities. 5. Responsible parenthood leads to promote understanding of physiology of conception.	1. Essentials of a responsible parenthood (pictorial chart). 2. Responsible parenthood and its components (booklet). 3. Means to achieve responsible parenthood (flip-chart). 4. Case study on relationship between responsible parenthood and better family life.
4. Population change and resource development.	To develop better understanding about: a) the dynamics of population change, b) the impact of population change on: i) economic development, ii) social development, iii) natural resources	1. Population increases due to fall in the death rate without a corresponding fall in the birth rate. 2. Unplanned population growth adversely affects the economic life of a country. 3. Shrinking share of	1. Changing population trends in family, community and the country and their socio-economic implications (chart). 2. How unplanned population growth widens the gap between birth and death rate and migration (chart). 3. Understanding population problems (flip-chart).

BEST COPY AVAILABLE

Core Message	*Objectives*	*Content Areas*	*Forms/Types of materials on Selected Contents*
	and environment.	natural resources (land, water, minerals, etc.). 4. Unplanned population growth leads to scarcity of essential commodities; adversely affects family welfare and anti-social practices. 5. Encroachment on natural resources upsets the balance of nature (pollution of land, water, air and deforestation). 6. Unplanned population growth leads to unemployment and migration. 7. Understanding vital statistics promotes better population planning.	4. Additional resources required for added population every year (pamphlet). 5. Population change and environment: "What will happen next". (a booklet). 6. Scarcity of essential commodities and anti-social practices: "Changing city life" (a booklet). 7. Vital statistics: "Where we stand" (a chart).
5. Population-related beliefs and values.	1. To clarify existing population related beliefs and values. 2. To develop rational attitude towards these beliefs and values. 3. To develop better understanding about the roles and status of woman in reducing family size and improving family living.	1. Social customs, and traditional beliefs, superstitions result in large sized families: a) preference for the male child, b) early marriage, c) children are security for old age, d) large families have better economic and social status, e) a child is God-given, f) use of contraceptive is immoral, g) education for women is not necessary. 2. Equal status of woman helps check population growth. 3. Employment of woman promotes: a) late marriage, b) economic development, c) better living, d) smaller family size.	1. Social customs, traditional beliefs, and superstitions (booklet). 2. Changing roles of women (a case study).

BEST COPY AVAILABLE

Prototype learning materials

A variety of sample learning materials is included in this package, namely stories/booklets, posters, charts and flip books. In developing the materials the field operational seminar methodology was used. This involves participatory activities in a rural community – in this case, Ban Don Kaew Community, Don Kaew Sub-District, Saraphi District, Chiangmai, Thailand – where the Workshop participants worked with out-of-school youth to identify problems and needs in the context of their socio-cultural, economic and geographic settings. The population-related problems obstructing development efforts were identified through observation and interviews. The priority population-related problems became the foci of the development of sample learning materials. Many of the sample materials were translated and pre-tested among the out-of-school youth in the above-mentioned community. It is expected that all the sample materials will undergo adaptation and experimental trial-use in countries of the region prior to their wider dissemination and use.

Time constraints prevented the Workshop from developing learning materials for all the population content. It is however, hoped that the sample materials in the package could serve as exemplars for personnel of non-formal education programmes in developing additional learning materials for the other content areas to meet the needs of different target groups in their country.

Below are the titles of the prototype learning materials included in this package.

Titles of prototype learning materials

a)	Small family or large family? Which family do you want?	(Poster)
b)	Family size and food.	(Poster)
c)	When more means less and less means more.	(Booklet)
d)	Prolonged delayed marriage.	(Booklet)
e)	The story of An and Son.	(Booklet)
f)	What does responsible parenthood mean?	(Chart)
g)	Will Maria realize her dream?	(Story)
h)	Next baby when?	
i)	Spacing for better family life.	(Booklet)
j)	What will happen next?	(Booklet)
k)	Understanding dynamics of population growth	(Flip book)
l)	Boy of girl?	(Booklet)
m)	A candle is lit.	(Booklet)

Using the package of learning materials in population education

The guidelines for using the package of learning materials will vary from country to country, depending upon the needs and requirements of the target audience, forms of materials included in the package and types of non-formal education programmes organized for out-of-school youth. However, the Workshop evolved the following proposed guidelines which may be suitably modified according to the requirements the country's need.

Suggested guidelines

1. The package of learning materials will be accompanied by a guide book titled, "How to Use the Package". This guide book can be developed by assembling the material prepared under the title, "Suggested guide for users", and presented in this Volume as part of the package. The users of the package are expected to read the guide book along with the learning materials before using the materials among different categories of target audiences.

2. The field worker/youth leader should develop sufficient proficiency in the use of the materials provided in the package through a short orientation course. The contents of the orientation course may include:

a) objectives of the package of learning materials;

b) acquaintance with the material included in the package;

c) methodology and practice in the use of learning materials;

d) selection and use of learning materials among different categories of target audiences and non-formal education programmes for out-of-school youth; and

e) methods of judging the effectiveness of the learning materials.

3. The content areas covered in the learning materials are comprehensive enough to fulfil the requirements of a variety of target audiences and non-formal education programmes. The field worker/youth leader should develop capabilities with respect to the selection of learning materials for use in different categories of non-formal programmes such as :

a) literacy based non-formal education programmes for out-of-school youth and adults;

b) post-literacy programmes;

c) short-term courses in population education; and

d) motivation and awareness generating programmes for out-of-school youth and adults.

4. The learning materials included in the package are by no means exhaustive. The development of a package should be looked at as a continuous process and users of a package are free to add or drop any material depending on the needs of the target audience and local community. They may even involve the youth and the local community in further enriching the package.

PROTOTYPE LEARNING MATERIALS

SUGGESTED GUIDE FOR USERS

1. **Poster:** Small Family or Big Family: Which Family Do You Want?

2. **Purpose:**

   a) To help the learners gain additional knowledge about the advantages of a small family.

   b) To enable the learners to draw conclusions about the effects of family size on the family welfare.

3. **Message:** A small family size is conducive to the enhancement of family welfare.

4. **Target audience:**

   a) Mass audience of out-of-school youth.

   b) Learning group of 10 or more out-of-school youth.

5. **Methodology:**

   The poster may be used as motivational as well as instructional material.

   As motivational material for a mass audience, it may be displayed at public places to create awareness among the youth about the advantages of having a small family.

   As motivational and instructional material, the poster may be used by a non-formal educator or a trained discussion leader as a starting point for discussion by a learning group.

6. **Sample teaching-learning activities for group discussion:**

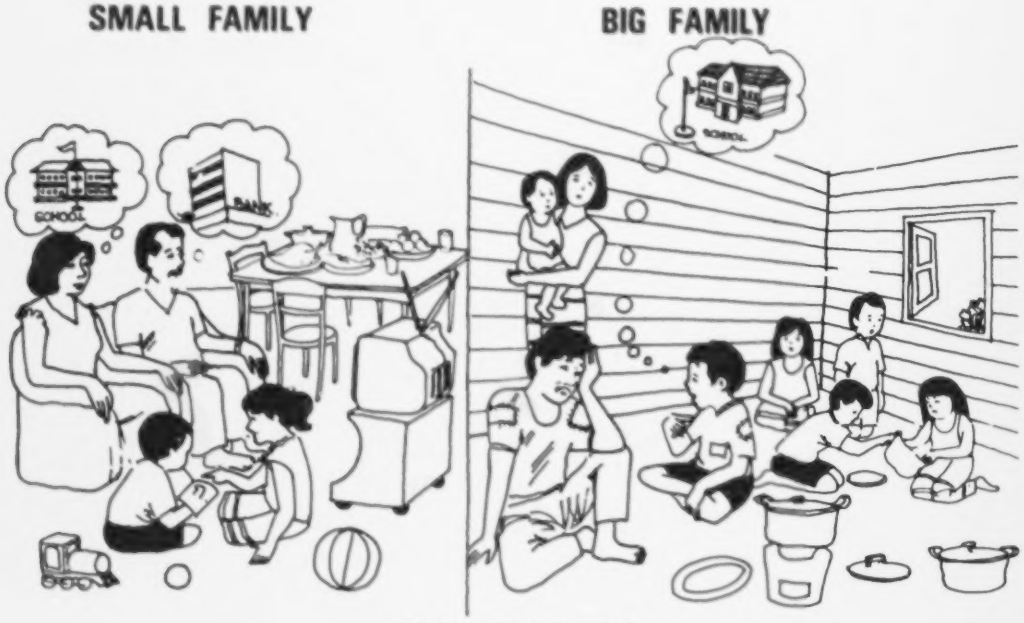
   With the guidance of the discussion leader:

   a) Ask each member of the learning group to identify himself/herself with either of the two categories of family size – big or small.

   b) Ask each one to share with one another in the group his/her feelings about being a member of a big or small family.

      - What difficulties/problems did he/she experience?
      - How did he/she overcome the difficulties/problems?
      - What benefits did he/she derive from being a member of a big or small family?

   c) Then ask: Would you prefer to have a small family or a big family? Why?



Which family do you want?

SUGGESTED GUIDE FOR USERS

1. a) **Poster:** Family Size and Food

   b) **Story:** When More Means Less and Less Means More*

2. **Purpose:** To enable the learners to understand the relationship between family size and the quantity of food available to the family.

3. **Message:** A small family size (four members) allows) allows parents to provide more share of food to members of the family.

4. **Target audience:**

   Out-of-school youth

5. **Methodology:**

   a) Poster: Family Size and Food

      i) As motivational and instructional material, it may be used by a non-formal educator or a trained discussion leader as a starting point for discussion by a learning group to describe the relationship between family size and the quantity of food available to the small family (father, mother and two children) and the big family (father, mother and six children) and draw conclusions about the

* The title of the story was adopted from a poster of an unknown source.

BEST COPY AVAILABLE

effects of family size and food supply on the well-being of its members.

ii) After the discussion, a visit may be arranged by the group leader to a community health centre. The health educator in charge may be asked to talk about the nutrition of children in relation to family size.

b) Story: When More Means Less and Less Means More

i) Copies of the story may be distributed to out-of-school youth as "take-home" reading material for self-learning.

ii) The story may also serve as the plot/script for a short radio play.

iii) In a group learning situation, the story may serve as a script for role-playing. This may be followed by a discussion among the members. The following questions may be asked:

(1) What is the relationship between family size and the quantity of food available to the family?

(2) In the story, whose family do you think would have more share of food – Fatima's or Amna's family? Why?

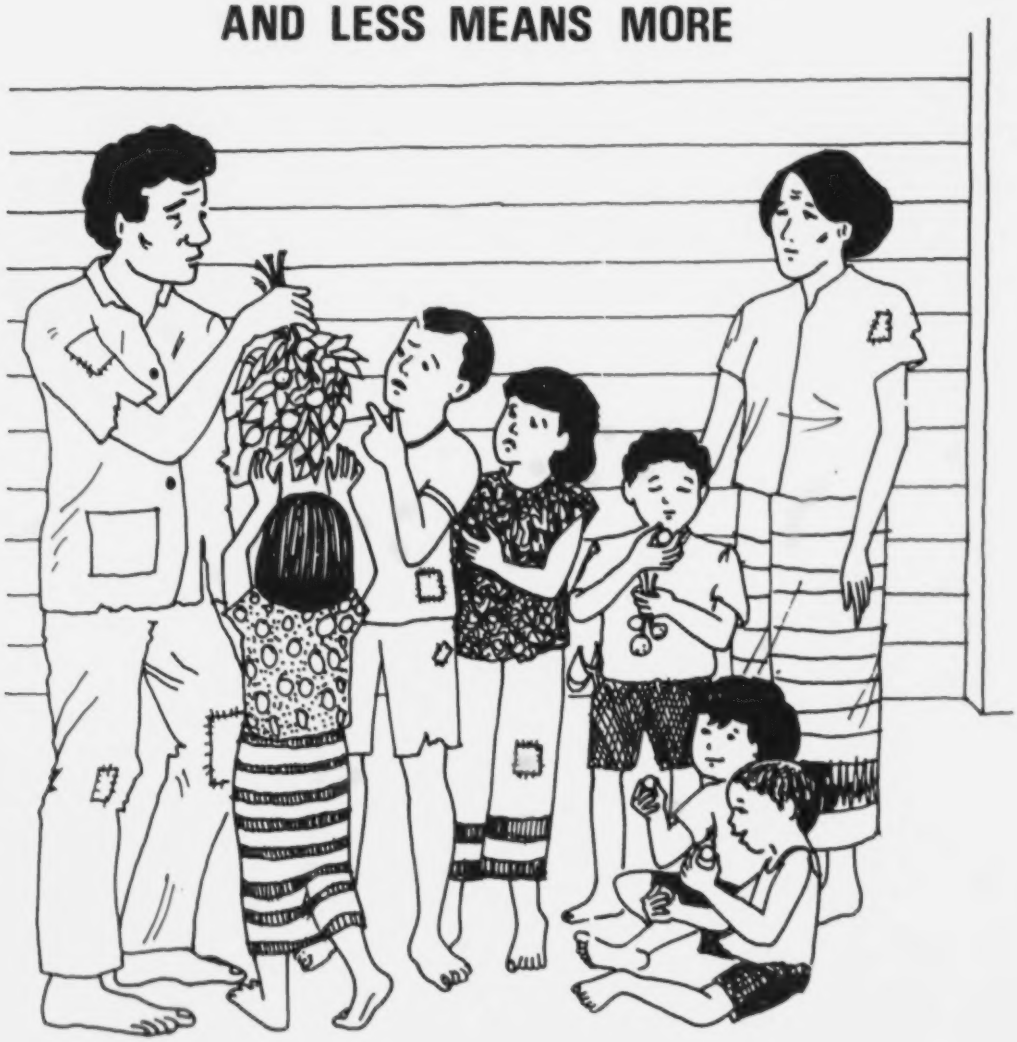
(3) What conclusions can you draw about the effects of family size and food supply on the well-being of the family members?

FAMILY SIZE AND QUANTITY OF FOOD

What family size do you want?

BEST COPY AVAILABLE

WHEN MORE MEANS LESS AND LESS MEANS MORE



BEST COPY AVAILABLE

WHEN MORE MEANS LESS AND LESS MEANS MORE

Dr. Hasina had just ended her talk.

Fatima stood up, straightened her skirt and moved along with the other young women. Spotting Amna in the crowd, she moved towards her. It had been so long since they had seen each other – at least since Fatima's wedding – and that was ten years ago. "How time flies!" Fatima thought to herself. "To think that I have six children now".

Dr. Hasina talks to the young women at the Community Health Centre

Fatima caught up with Amna as she was about to make a turn for the door.

"Amna!" Fatima called.

Amna looked back and didn't seem to recognize Fatima – not until Amna looked again did she know she had met the caller somewhere before.

"I am Fatima – we were classmates in high school. Remember?" Fatima said, sensing that Amna didn't quite seem to recognize her.

It was not surprising that Amna had failed to recognize Fatima for Fatima had considerably changed in looks. Amna, except for a few kilos gain in weight looked practically the same.

"Of course, I remember you Fatima," Amna embarassingly admitted. "When I saw you, I knew that I had met you somewhere before . . . but you're very slim. For a while, I doubted if you were really Fatima."

BEST COPY AVAILABLE

Amna was being kind. Actually, Fatima was thin and looked old and lacked colour to her cheeks. Her hair had lost the lustre it used to have. "Poor Fatima," Amna thought to herself. "Life must be difficult for her. Her eyes mirror her misery, even when she smiles. She looks so different from the Fatima I used to know."

The two young women excitedly exchanged news about each other. After Amna graduated from high school, she and her father and mother had moved to another province; she had married eight years ago and now had two children. And the best news, both of them agreed, was that Amna and her husband and two children had returned to the village to stay. Amna's father had passed away and Ahmad, her husband was to help her take care of the farm, Amna, being the only child. It was a small farm but Amna felt that it could provide her family with more than enough food for its needs.

Amna expressed concern for Fatima when Fatima told her that she had six children. Her husband, Rahman, worked in a factory but their having so many children had not made life easy.

"Don't forget to take care of yourself, too. Fatima," Amna told Fatima in a sisterly way.

The two young ladies went their separate ways and promised to see more of each other in the near future.

When Fatima reached her home, she was met by a complaining brood of six children – each one trying to get her attention first. While she was gone, the two older boys had fought with each other. In the process, the youngest one was hit and practically cried the whole time . . . one type of trouble after another was narrated. Fatima merely sighed and picked up the little one. He needed to be washed. Fatima had learned through the years to be "deaf" to all the petty quarrels and bickering.

As Fatima changed into her working dress, she caught a glimpse of herself in the mirror. She was disappointed with what she saw. For a fleeting moment, the words of Amna flashed back in her mind:

". . . I knew I had met you somewhere before . . . but you're very slim. For a while, I doubted if you were really Fatima."

". . . Don't forget to take care of yourself, too, Fatima." Then the words of Dr. Hasina at the Community Centre began to register in her mind.

". . . Family size affects the family food supply."

". . . A large family will have to produce or purchase more food than a small family if all members are to be properly nourished."

". . . Keep your family small to ensure more adequate food for all."

". . . Family size is closely related to the distribution of basic necessities such as food, among family members."

". . . A small family can have more food and better nutrition than a big family."

"Small family, adequate food for all . . . small family, adequate food for all . . ." the words kept ringing in her ears. "How true!" She thought. In her case, her diet had always been very simple. Rice and broth or whatever was left on her children's plates. Her share, she would rather give to her children. Now, the effect was telling on her. Her eyes had been opened to reality.

Her thoughts were cut short. Rahman had just walked into the room. After a hard day at the factory, and his looks did not hide the fact. Fatima, through the years, had learned to feel when her husband was in no mood to talk.

"Wait," she said, "I'll get you a cup of tea. By the time you're rested, supper will be ready."

Supper was no different from usual; a simple meal of rice and vegetables; and as usual, the bigger children were dipping their hands deep into the bowl before the little ones could even reach it. But somehow, everyone ate. Whether or not each had enough to eat is another question. Fatima could sense that. Rahman had given his last bite to the youngest one of the brood.

Rahman, Fatima and Children taking their supper

After supper, as Fatima took away the dirty dishes to wash, she vowed to talk to Rahman about putting a stop to having any more children. But how would her husband take it? Rahman himself came from a large family so he felt that having children was the most natural thing to do. Fatima thought to herself, "If I don't talk to him now, when else can I? Having six children is too many. Enough is enough."

Fatima tried to sound cheerful as she put the youngest child to sleep. But in her mind was the "talk" she would have with Rahman.

BEST COPY AVAILABLE

As Fatima and Rahman prepared to retire for the night, Fatima broke the silence.

"I saw Amna this afternoon at the Community Health Centre. Indeed, it was a pleasant surprise for both of us," Fatima began.

Fatima tells Rahman about Dr. Hasina's lecture
at the Community Health Centre

"How is she?" Rahman asked.

Fatima thought that it was an excellent opening for her "talk" with Rahman. So she told him of the events of the afternoon – her conversation with Amna and the talk of Dr. Hasina. Everything she heard and remembered of what Dr. Hasina said, she passed on to Rahman.

"I thought," Fatima continued, "that if we stop having children now, I will have the chance to help you earn for our family."

As she spoke, Rahman was quiet. Fatima thought, "Has Rahman been angered by what I said?"

There was a long silence. For a while, Fatima could almost hear her heart beat. The silence seemed to last an eternity.

Rahman had been thinking too. Finally, he spoke.

"Fatima, I agree with you. Having six children is enough," he said.

"Oh, good," said Fatima, "may we then get additional information about birth control measures?"

"I think so," replied Rahman.

Both of them, before sleeping decided to go to the Community Health Centre the following weekend. Fatima smiled to herself. From now on, life would be different for her and her family.

BEST COPY AVAILABL

SUGGESTED GUIDE FOR USERS

1. **Booklet:** Prolonged Delayed Marriage.

2. **Purpose:** To develop better understanding among out-of-school youth about the disadvantages of prolonged delayed marriage.

3. **Message:**

    a) Prolonged delayed marriage increases chances of delivering premature and underweight babies.

    b) Prolonged delayed marriage increases chances of congenital malformation of babies.

    c) Prolonged delayed marriage reduces the chances of having babies.

    d) Prolonged delayed marriage reduces the women's opportunities for self development.

4. **Target Audience:**

    Literate out-of-school unmarried women between the ages of 25 to 35 years.

5. **Methodology:**

    a) Copies of the story can be used as a self-learning material by distributing it to the target group.

    b) It may also be used as a topic for a role-play. The role-play should be followed by a group discussion where the members of the learning group will be asked to discuss the following questions by a trained discussion leader:

        i) What could happen if the women married after the age of 35 years?

        ii) What could happen to the babies born of women who marry after 35 years of age?

        iii) Why did Dr. Aree choose not to have babies?

        iv) Did Dr. Aree make the right decision? Why?

6. **Evaluation:**

    Non-formal educators or extension agents using this material should keep track of those who have received the material.

    The following records are suggested:

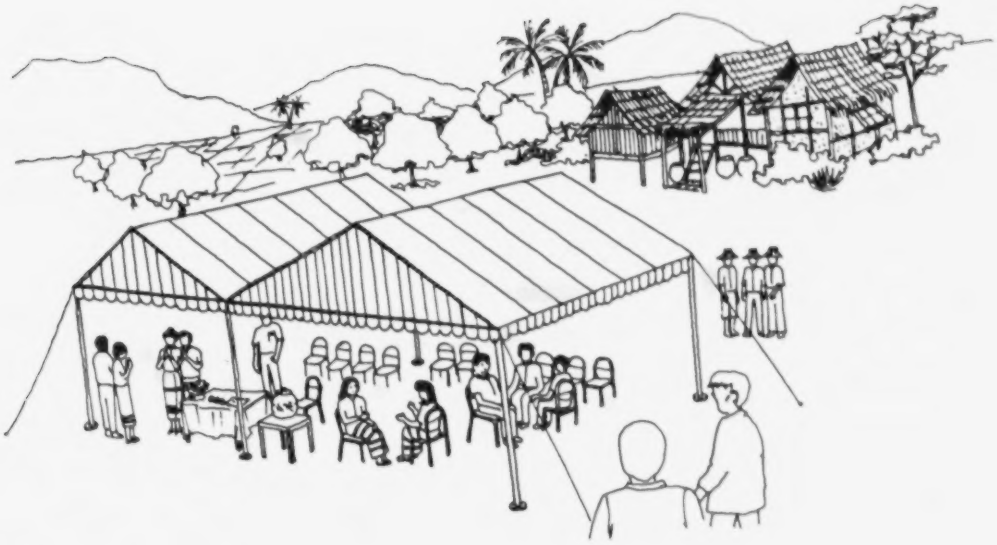
    a) The extent to which the material has been shared by peers within the target audience.

b) The ability of members of target audience to recall the messages (use questions suggested in Methodology).

DELAYED MARRIAGE

BEST COPY AVAILABLE

DELAYED MARRIAGE



Guests were arriving at the wedding reception of the daughter of Khun Kaew, the village headman. One after another, the guests approached Khun Kaew to congratulate him before taking their seats. Dr. Aree shook hands with several ladies and looked for an empty seat. She heard a voice calling, "Doctor, would you like to sit here?"

Looking around, she saw a familiar face. It was Khun Boonmee, her former grade XI teacher, who taught her geography almost 10 years ago. "Oh! yes, thank you. I am coming!" She hurriedly walked to Khun Boonmee.

"It's a long time since we last met," Dr. Aree excitedly greeted Khun Boonmee. "I wanted to see you immediately when I was posted to this Maerim village. I came to visit your school two weeks ago but you were away attending a meeting."

"You don't have to do that," replied Khun Boonmee. "I know you're busy getting things straightened up. I am glad you accepted the appointment to serve the people in this Maerim. We really need a lady doctor. The women here are shy to meet a male doctor. Your father told me you're moving in to stay with him when the renovation work on his house is completed."

With a smile, Dr. Aree nodded head, "I am looking forward to the day. After all, the health centre is very close by and I am planning to have the out-of-school youth here organized. I was approached by Maecham, the community

BEST COPY AVAILABLE

development worker to be the local youth club adviser. I was told that you are also very active in the women's group. Is it true?"

"Oh yes, I find it is fun to be with them especially those who have just left the school," said Khun Boonmee.

The two ladies spoke excitedly about the changes in the village, while helping themselves with the delicious food being served. They knew something could be done in the community.

Sensing that they had been deeply involved in their private conversation, both of them turned to other guests. They talked about the wedding reception and the women's activities in the community. Their conversation stopped when they saw the newly married couple walked to them to express their thanks for their presence.

As the other guests started to leave, the two ladies looked at one another again. With great excitement, Khun Boonmee held Dr. Aree's hands and said, "You know, Doctor, I will be married next month to Khun Kosin, your former mathematics teacher. He is now the new principal of the secondary school. He proposed to me six months ago. The wedding ceremony will be simple. I want you to come," added Khun Boonmee.

Khun Boonmee paused a moment. She opened her handbag and dug into it. She took the picture of a boy and a girl. With a glowing smile, she gave it to Dr. Aree and said, "The boy is Wichai aged 10 and his sister Malee aged 7. They were children of my younger sister, Ratana who used to live in the house next to mine. They practically grew up in my house and are just like my own. Their parents died in a road accident about two years ago." With some tears in her eyes, she continued, "When their parents died, both of them refused to live with my mother. They preferred to live with me. If not for them, I would probably not have accepted Khun Kosin's proposal. Since I am 35 and have already two instant children, I have told Khun Kosin that I am not going to have any more babies. You see, I am planning to continue working. I love teaching. Khun Kosin is a very nice man. He agreed with my suggestion. After all he is 45."

Handing back the picture to Khun Boonmee, Dr. Aree thought to herself. "She is a very lucky lady. She has not changed. She is as loving as ever and always wanting to improve herself . . ." Her thoughts were interrupted when Khun Boonmee spoke.

"Doctor, I was once your teacher but this time you have to give me some advice. I will come to your clinic tomorrow to talk more about my marriage. May I?"

"Of course, Khun Boonmee," said Dr. Aree. "I will wait for you around five o'clock in the afternoon."

The two ladies stood up and together they walked to Khun Kaew to bid farewell. Then after a short conversation, both of them walked away separately.

The next day, at lunch time while preparing to take her meal, Dr. Aree recalled her encounter with Khun Boonmee. She thought to herself. "I wish all people who plan to get married would seek advice like Khun Boonmee. All who wish to get married must know about marriage. We are lucky to have her as a community leader."

There was a small group of patients in the waiting room when Dr. Aree's clinic re-opened at one o'clock in the afternoon. Since she took the assignment in the village, the number of women coming to the clinic had been increasing. Some came for pregnancy check-up, some came for other health reasons. Her working day had always been a busy one but she loved every minute of her work.

The last patient left around 4.45 that afternoon. She remembered her appointment with Khun Boonmee. "Oh, I must get the nurse to prepare some hot tea for my dear former teacher. Knowing her punctuality, I am sure she will be here soon," she thought.

While talking to her nurse about making tea, she saw Khun Boonmee enter. "Hello, come on in," Dr. Aree greeted Khun Boonmee.

The two ladies walked into the consultation room and sat down.

After talking about their old secondary school, Khun Boonmee focused her conversation on her marriage. "You know, Doctor, I have always talked with the high school seniors and young out-of-school women about marriage. I used to advise them on the importance of delayed marriage, the advantages of having small families and family welfare. Now, I am having a problem. I am going to be married at the age of 35. It is late, very late. I have heard about the disadvantages of late marriage."

Seriously looking at Dr. Aree's face, Khun Boonmee continued. "I have come here to hear from you. You're married yourself and have a good reputation as a family planning counsellor. Could you enlighten me on what exactly are the problems of very late marriage? I need this information. This information is useful to me. I may be approached by other women who have the same problem."

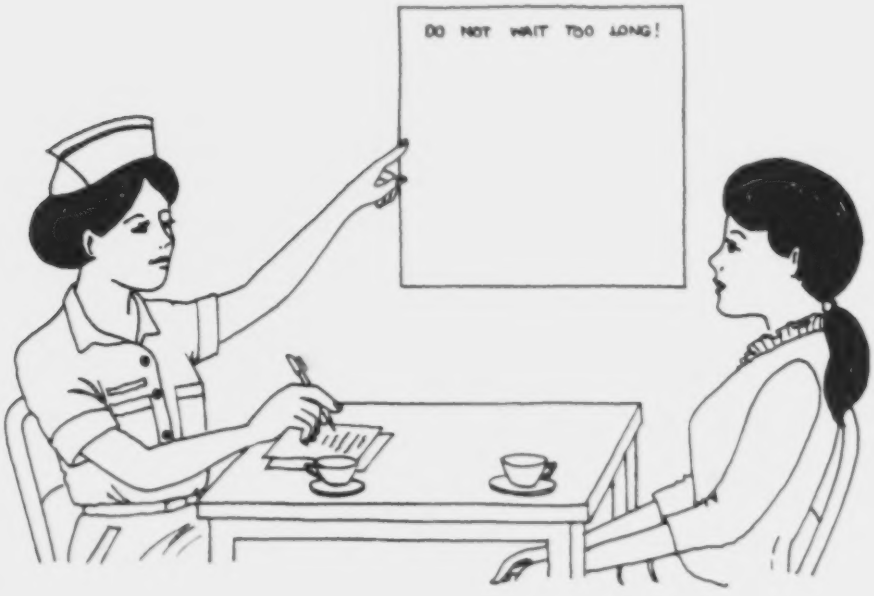
"I appreciate your concern. While people should consider the problems of early marriage, they should also keep in mind the problems of delaying their marriage," said Dr. Aree.

Their conversation was interrupted by the nurse who came in with two cups of tea.

"Please have your tea," continued Dr. Aree. "Incidentally, our discussion will become clear if you look at that poster." Dr. Aree pointed her finger to the poster pinned on the wall to her left. "I purposely had the poster made because I see that our young women are gradually delaying their marriage."

Khun Boonmee stood up and walked to the poster and carefully studied the messages. She walked back to her chair in deep thought. Dr. Aree observed Khun Boonmee's face. Khun Boonmee smiled. "Thanks God, I have made my decision

not to have baby. Malee and Wichai are my children. Two are enough!" Khun Boonmee exclaimed.



"You are wise!" Dr. Aree agreed. Nodding her head, she added, "Young women should be made aware of the consequences of very late marriage to the babies and to themselves. Premature and underweight babies are difficult to take care. They are very susceptible to sickness and need extremely good care."

"What do you mean by congenital malformation of babies?" asked Khun Boonmee, "Can you give me some examples?"

"There are several possible malformations. Some of the malformations could only be detected late. Some are early and obvious." After sipping her tea, Dr. Aree continued, "You may have come across mentally retarded children. You may have also seen some physically deformed children. These are examples of malformations."

Khun Boonmee nodded her head. With a grin, she pointed at the poster and said, "I will not have the third and fourth problem. I agree that women who marry late may be frustrated in their attempt to bear babies. Those who have babies late will be frustrated with caring their very young children when they should be involved in many social activities or helping their husbands to support the family." With a smile she continued, "From next month onward I have to practise family planning. I have to avoid pregnancy!"

The conversation was interrupted by the ringing of the telephone. Dr. Aree lifted the phone. Her nurse was on the other end of the line. After listening briefly, she scribbled some notes.

BEST COPY AVAILABLE

Sensing that Dr. Aree had to answer an emergency call, Khun Boonmee stood up and said, "Doctor, I think you have an emergency call. I better go now. You have been very helpful. Please come to my wedding with your family."

"I can wait for a while. The call is not that very urgent. A nurse is already there. I am going there just to see if everything is all right." "Sit down, sit down," urged Dr. Aree.

"Oh, no I must go!" Khun Boonmee crossed the floor toward Dr. Aree.

Dr. Aree stood up and shook Khun Boonmee's hand. "It is a real pleasure having your visit. My whole family will be there at your wedding. I hope you can come often to this clinic. Don't forget to come this Friday to the women's meeting," said Dr. Aree as she walked Khun Boonmee to the door. Then, they bade each other good-bye.

GUIDE FOR USERS

1. **Title:** An and Son.

2. **Format:** Booklet

3. **Message:** Having fewer and longer spaced births promote the health of the mother and child and contributes to the improvement of quality of life.

4. **Purpose:** To enable the youth to understand the meaning of responsible parenthood and its implications on family size and quality of family life.

5. **Target audience:**

   Literate youth attending non-formal education programmes in population education.

6. **Methodology of presentation:**

   The booklet may be read to the youth group. A discussion may be held among the members of the learning group based on the contents of the story.

7. **Sample questions for discussion:**

   The field workers may raise the following questions in a general meeting of the youth group for initiating discussion on responsible parenthood.

   a) What are the responsibilities of parents towards self, spouse, children and the community?

   b) What is responsible parenthood?

   c) Can you identify any parent who could be described as a responsible parent in your community?

AN AND SON

Not long ago in the village Tan Tien, there lived Ban and his wife Lan. They had two sons named An and Son. When the two sons reached maturity, they got married one after the other. After one year of marriage, a son was born to An and his wife Vy. They were very happy.

Son and his wife Bao decided to postpone having their first child so they went to see the local family planning nurse. They got the necessary knowledge about the physiology of human reproduction and methods of family planning. As a result of this visit, they decided to practice family planning for two years before having a child. During the third year Bao conceived. They were blessed with a son. Both the mother and the child were healthy.

As the years passed, An and Son continued to work with their father on the farm. They had a very fertile farm. They used good seeds and new methods of cultivation that they learned from an agricultural extension agent. Thus, they were able to produce more and more every year.

During these years, An and Vy had a child each year. Their portion of the farm produce was used to support their family of five children. They had no extra money to meet other family needs. During the same period, Son and Bao had only one child to care for, so they saved enough from portion of the farm's produce to buy a radio, a T.V. set and a motorcycle. They made some improvements on their house. They bought a table and some chairs and clothes for the family. They also deposited some savings in the bank for future use.

BEST COPY AVAILABLE

Three years passed. Because they were practising family planning and could afford to have another child, they decided to have a second baby. When Bao discovered that she was pregnant, she began visiting the family planning nurse regularly so that she could be sure of having a healthy baby.

On the advice of the family planning nurse, Bao ate the food that would make her baby healthy and strong. She knew that eating the proper foods would help her to provide enough milk to feed her newly born baby.

In the evening, the family sat together to watch television and listen to the radio. After work was finished for the day and before dinner, father, mother and their son often spent their leisure time going on their favourite walk. Son and Bao could also spare time for quiet reading. They were leading a happy life showing love and affection for one another. Their child also received parental love and affection.

Meanwhile, in the home of An and Vy, the suspicion of Vy grew more and more when she missed a period. "Was Vy pregnant again?!" She wondered. When she missed her second period her fears were confirmed. Vy filled with despair and anxiety about having another baby, finally went to the home of Son and Bao to discuss her problems with Bao.

She cried, "Oh, Bao, what am I going to do? I am going to have another baby, my sixth, while you are just now carrying your second child!"

"I've told you to talk to An about family planning," replied Bao.

"But every time I start to talk about it, I become embarrassed," Vy replied. Vy looked tired, so Bao advised her, "Your health is bad. You must eat better food and drink milk so that the baby growing inside you will be healthy."

"How can I?" asked Vy. "We do not have enough to feed the children. How can I take away food from them?"

Consoled a little by her visit, Vy returned home. When she told An that she was going to have another baby, he too was very dismayed. "Why is God so cruel to us?" he thought.

As the months passed by, Vy got weaker and more and more irritated. It seemed as if the children were especially noisy. Even after a hard day of work in the fields, An never found any peace and quiet at home.

One day, several months later, while the family planning nurse was visiting Bao, the eldest child of An came and cried, "Please come, mother is very sick and father has gone to the market."

Bao and the family planning nurse rushed to see Vy. After the nurse examined Vy, she gave her an injection and medicine. She also told Vy that she should eat the diet recommended for pregnant mothers.

"I will make sure she has the things she needs," promised Bao. Bao, though heavy with a child, cared daily for Vy until she slowly began to regain her health.

It was a happy day in the home of Son, when Bao gave birth to a baby girl. Bao was strong. So she recovered quickly. When Vy's delivery time came, Bao helped with the cooking and took care of Vy's children. Since Vy had given birth to a child every year, she was not very strong. Her recovery after the last birth was slow but after a while she began to feel better.

Even though she was well enough to do the work in her house by herself now, Vy always felt tired trying to keep the six children cleaned and fed.

An had hoped that things would improve after the birth of the baby, but it seemed that they only turned for the worse. This year their son, Bin had started to go to school but he did not have the books and supplies he needed. When he asked his father why he did not have books, An painfully explained that he had no money for these things.

Day by day, An became more depressed with the problems of making provisions for his children and themselves.

With burdens too heavy for him to carry alone, An went to Son.

"Why has God turned his back on me? The farm production increases and we divide the produce equally. I cannot meet the basic needs of my family, whereas you meet their basic needs and also buy other things such as radio, television and other household things."

BEST COPY AVAILABLE

Son replied, "God is not at fault, you are. Only you and your wife need to think and plan according to your resources, including the number of children you would like to have. Parents who devote some time to plan their future are responsible parents.

An asked, "What do you mean by responsible parents? Are we not responsible?"

"I did not mean it in that sense," Son replied. "Actually, responsible parents are those who discharge specific duties and responsibilities towards themselves, their children and others. As you know, parents are co-partners in parenting, providing, controlling, planning, educating and taking care of their children. You have fathered more children than you can provide for. My wife and I decided and worked very hard to be responsible parents, so we planned for our future. You still have time to think about the future for you and your family. I would once again suggest that you go to the family planning nurse to find out about family planning methods," Son continued, "and if you agree to go with Bao and me, we shall be very happy to introduce you to the nurse. She can guide and help you in planning future births."

So the next day, Son and Bao took An and Vy to the clinic to discuss the methods of family planning with the nurse. They asked many questions.

For readers to think: What kind of questions do you think An and Vy asked the nurse? If you were An and Vy, what questions would you ask?

References

Philippines. Adult and Community Education Division. *Population/responsible parenthood education in adult and community education; teacher's manual (revised).* Produced at the Second National Worldec – Assisted Seminar-Workshop on Population/Responsible Parenthood Education, Manila, 8 January – 3 February 1973. Manila, 1973. 275 p.

Thompson-Clewry, Pamela. *Nutrition and family planning; a guide for training field-level workers.* Freetown, Sierra Leone, American Home Economics Association, 1977. 60 p.

WHAT DOES PESPONSIBLE PARENTHOOD MEAN ?

BEST COPY AVAILABLE

SUGGESTED GUIDE FOR USERS

1. **Poster**: What Does Responsible Parenthood Mean?
2. **Purpose**: To make the learners aware of what it means to be responsible parents.
3. **Message**: Responsible parenthood is a means to better family life.
4. **Target audience**:
   a) Mass audience of out-of-school youth.
   b) Learning group of 10 or more out-of-school youth.
5. **Methodology**:

   The poster may be used as motivational as well as instructional material.

   As motivational material for a mass audience, it may be displayed at public places to create awareness among the out-of-school youth about the concept of responsible parenthood.

   As instructional material, the poster may be used by a non-formal educator or a trained discussion leader as a starting point for discussion by a learning group.
6. **Sample questions that may be raised in the discussion group**:
   a) What are the essentials of responsible parenthood?
   b) What are some ways by which parents may exercise responsible parenthood?

SUGGESTED GUIDE FOR USERS

1. **Booklet**: Will Maria Realise Her Dream?
2. **Purpose**: To make the learners aware of what it means to be responsible parents, given a real life situation.
3. **Message**: Responsible parenthood is a means to better family life.
4. **Target audience**:

   Out-of-school youth.
5. **Methodology**:
   a) Copies of the story may be distributed to out-of-school youth as a "take-home" reading material for self-learning; or
   b) In a group learning situation, the learners may read the story on their own. This may be followed by a group discussion among themselves to exchange ideas on what they had learned from the story about

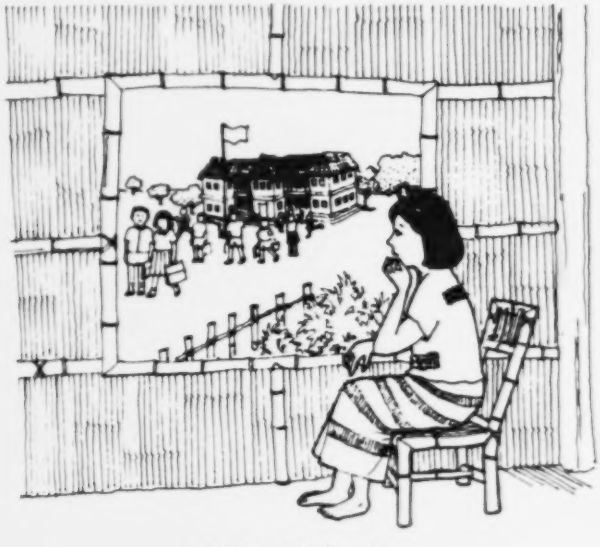
responsible parenthood. If necessary, the group discussion may be led by a trained discussion leader, i.e. a field worker or a youth leader.

Reinforcement of the concepts they had learned about responsible parenthood may be done by arranging a visit of the learners to a Community Health Centre where the health educator will deliver a talk on responsible parenthood.

BEST COPY AVAILABLE

WILL MARIA REALISE HER DREAM?

Maria slumped into an old rickety chair as she wiped off the beads of perspiration that trickled down her hot, flushed face. She has had enough for the day. Today, she had made two trips to the school in the barangay (village), to sell boiled corn. Business today was not as good as yesterday's. "Anyway," she thought, "my family could have the remaining ears of corn for supper." But then, she had second thoughts. "Would that be sufficient?" She was certain that some time during the night, her little brother, Ramon, would cry for food because he did not have enough to eat . . . like the other night. Her thoughts drifted as she heard the laughter of teenage boys and girls. She looked out of the window and caught a glimpse of her former classmates in the village school. She withdrew from their view and peeped through a hole in the thatched wall of her home to watch her friends as they passed by. "Oh! I wish I could be in school again," she sighed.



Maria thinking of her future

But there was no time for wishful thinking. There was still a basin full of dirty clothes to wash in the river. That would mean a good ten minutes walk. She must move on before dark. Very soon her father would be home from work; and her brothers and sisters, all four of them, from school. Oh! yes, and she had to fetch her little brother from their neighbour's house so when her mother comes home from the market, someone can look after little Ramon. So off she went to their neighbour's house.

Maria, at 15, looks matured for her age. She dropped out of school this year to help her mother who is expecting her seventh child. Being the eldest of six children, the burden has fallen on her shoulders to help in the home and earn some money to help support their family. She left school with a heavy heart because she had hoped to be a teacher like Miss Reyes, her home economics teacher, who always wore such beautiful dresses and smelled of powder and perfume. And Miss Reyes'

BEST COPY AVAILABLE

shoes . . . they were a far cry from Maria's wooden shoes! With another child soon to come in her family, Maria's chance of realizing her dreams was becoming dimmer and dimmer. And who knows, there may be more children to come in her family. Although, her mother is now 40 years old, she could still have babies. Her father's earnings have always been stretched to meet their family's most essential needs – but most of the time, the needs outraced the family's available resources.

Maria walks to the river to wash clothes

"Maria-a-a-a!!" her mother's voice rang clear from across the road. "Come and help me with the basket."

Like a dutiful daughter, Maria ran to meet her mother. Maria had barely set the basket on the table when she heard the creaking of their bamboo stairs. Her father had just come home from the fields. He was tired and thirsty. He had been working hard since early morning. As his wife brought in a glass of water for him, Maria offered him some corn. But her father told her to keep the corn for her brothers and sisters who would soon be home from school.

Not long after, Maria picked up the basin full of dirty clothes. Balancing the load on her head, she followed the path to the river, stopping now and then to adjust the slipping basin.

What luck! Maria met Ana, her best friend, with whom she had shared many pleasant hours – and secrets too, in school. If Maria had not left school, they would have been classmates and perhaps even seatmeates in Miss Reyes' class. Maria was happy when Ana told her that she (Ana) would accompany her to the river. This was a chance for Maria to be updated on the latest happenings in school, perhaps with a little gossip on the side.

BEST COPY AVAILABLE

Maria tells Ana her problems

Somehow, their conversation turned to more serious matters when Ana asked Maria when she would return to school. This was the dialogue that took place between the two friends:

Ana: Maria, when are you going back to school? We miss you. Miss Reyes asked about you at the opening of classes as she did not see your name in the list.

Maria: I really don't know. You see, mother is having a baby soon.

Ana: What? Another one?

Maria: Yes. That's why it would be more and more difficult for me to continue my studies. You know that I'm the only one that mother can expect help from – everyone else is in school. They cannot do the household chores that mother and I do. You are lucky, Ana. There are only three children in your family. I realize how difficult it is to have a big family. Imagine, six to feed and another one coming up! Not only that – we have to make room for another one. We're already crowded as it is – just like sardines in a can!! And you know, when it rains, we all crowd in one corner of our house as the roof of our house is terribly leaking. Life is hard for us, Ana.

Ana: Do not despair, Maria. Things will still brighten up for you. As the saying goes, "While there's life, there's hope."

Maria: You are a dear friend. You always make me feel happy. Seriously speaking, Ana, how did your parents manage to have just you and your two brothers?

BEST COPY AVAILABLE

Ana: I don't know for sure as we do not talk about such things at home. But we have been learning in school about planning the size of the family – we even visited the Community Health Centre in our village where someone gave us a brief talk on how a family can be planned. In his introductory remarks, the speaker mentioned that the preparation for planning a family starts even before marriage. We, young people need to learn the process of conceiving a baby and the ways to control or delay conception. Such knowledge will help to acquire the desirable number of children at the right time through child spacing. We were also shown some of the contraceptives commonly used by married couples to control and space their children in order to ensure better health of mother and the baby. It was really a good opportunity for all of us to learn about responsible parenthood as all of us will be getting ready to get married in the near future. I am sure, this kind of learning can help us bring up a happy and healthy family. It might be a good idea for your father and mother to visit the clinic. Come to think of it – my father and mother used to go to the Community Health Centre.

Maria and Ana meet

At this point, Maria had rinsed and wrung the water from the last shirt and had piled it on top of the rest of the clothes she had washed in the basin. Maria and Ana retraced their steps to their respective houses.

That night, as Maria put a crying Ramon to sleep, she thought to herself, "In the morning, I'll talk to my father and mother about the Community Health Centre. They can plan to visit it in the near future. This will help them learn about planning the size of the family. It will help us lead a happy life like Ana's family."

BEST COPY AVAILABLE

SUGGESTED GUIDE FOR USERS

1. **Title:** Next Baby, When?

2. **Format:** Multi-coloured illustrated poster.

3. **Message:** Proper spacing between the birth of two children leads to better family life.

4. **Purpose:**

   a) To enable the youth to understand the meaning of proper spacing and its implications on family size and quality of life.

   b) To provide knowledge about methods through which proper spacing can be ensured.

5. **Target audience:**

   Participants of Non-Formal Education Programme:

   a) Literate youth

   b) Illiterate youth

   c) General public.

6. **Methodology of presentation:**

   This poster can be used both as a motivational as well as an instructional teaching material aid. In the first case, it will be displayed at public places which will create awareness among the masses about proper spacing. In the second case, the field worker/discussion leader will present the poster before the target group and discuss the topic by asking questions and initiating group discussion.

7. **Sample questions:**

   a) What do we understand by the term spacing?

   b) In your opinion, what should be the proper gap between the births of two children?

   c) What are the advantages of proper spacing? (Small family size, better health of mother, economic considerations, etc.)

   d) What are the ill effects on the child and mother in having children too close without proper spacing? (Unfavourable climate for the baby's development in the womb and after birth to child, nutritional impairment due to maternal malnutrition, problems of breast feeding, intellectual impairment, nutritional anaemia among mothers, other complications and risks to mother, large families).

BEST COPY AVAILABLE

SUGGESTED GUIDE FOR USERS

1. **Title:** Spacing for Better Family Life

2. **Format:** Booklet

3. **Message:** Proper spacing between the birth of two children contributes to better family life.

4. **Purpose:**

   a) To enable the youth to understand the meaning of proper spacing and its implications to family size and quality of life.

   b) To provide the youth knowledge about steps involved in safe delivery of a baby.

   c) To develop proper understanding among the youth about methods through which proper spacing can be ensured.

5. **Target audience:**

   a) Participants of the non-formal education programme for out-of-school youth.

   b) Other youth in the community.

6. **Methodology of presentation:**

   This illustrated booklet on spacing of children can be used both as a motivational as well as an instructional teaching material. In the first case, the booklet will be widely circulated among youth through various extension agencies such as youth worker, health worker, school teacher etc. to create an awareness among the youth about the advantages of proper spacing and methods through which it can be ensured. In the second case, the contents of the booklet will be read by the youth and discussed in group meetings or any other non-formal education programme by the instructor/discussion leader. The discussion can be made more lively by putting the following issues before the youth.

7. **Issues and sample questions:**

   a) What was the trouble with Fatima? (Explain symptoms of pregnancy: stoppage of menstruation, loss of appetite, vomiting etc.).

   b) What were the steps that her mother-in-law took to ensure safe delivery? (Visit to docter, timely medical check-up, proper diet, immunization against tetanus, delivery by a trained nurse, etc.).

   c) What advice did the doctor give to Fatima regarding when to have a second child?

   d) In your opinion, what should be the proper gap between the births of two children?

e) What are the advantages of proper spacing? (Small family size, better health of mother and child, economic considerations, etc.).

f) What are the ill effects on the child and mother in having children too close without proper spacing?

g) What are the different methods of family planning?

BEST COPY AVAILABLE

SPACING FOR BETTER FAMILY LIFE

In the village of Perak province lives a couple name Fatima and Amjad. They have their own house and three hectares of land. They live a blissful life, full of understanding for each other. Whatever they plan, whether it pertains to the field or to their family, they share in the decision making. As responsible parents, both of them agreed to plan their children so that they can give them a better future.

One morning when Fatima was sweeping the floor, she suddenly started vomiting. Her mother-in-law, a little perturbed, rushed to her and asked, "What is the matter?" Fatima did not reply. As her mother-in-law thought Fatima may be pregnant then, both agreed that she should be taken to the Primary Health Centre as soon as possible.

They went to the Health Centre the next day. The doctor said, "It is good thing that you brought Fatima here. During her first pregnancy she should be under the care of a doctor. For her periodical medical check up, she should be brought to Health Centre every six weeks during the first six months of pregnancy, every four weeks during the seventh and eight months, and every week during the ninth month.

When Fatima visited the Health Centre in the twelfth week of her pregnancy she had to undergo several medical tests such as urine, blood, teeth, eyes and genital examination. The doctor recommended a special diet for her. It included milk, green leafy vegetables, fruit, curd, pulses, meat and fish. The doctor told her that calcium is the source of breast milk and the strength of the baby's teeth and bones. The doctor gave her a number of other instructions to follow to enable her to have a safe delivery and a healthy baby. These instructions included: regular normal household work, abstaining from carrying heavy articles, avoiding self exhaustion through over work, taking a rest at short intervals, wearing loose garments, taking care of personal hygiene and cleanliness. In the seventh and eight month she was given shots of A.T.S. at the Health Centre to ensure safety against a possible attack of tetanus on her baby after birth.

Amjad, under instructions from the doctor, made suitable arrangements for a delivery room in his house. One day Fatima complained of labour pains. Her mother-in-law asked her to lie down on the bed in the delivery room. She sent word to the nurse through Amjad to come immediately. The nurse reached the house within a short time.

Fatima gave birth to a beautiful baby girl. The nurse bathed and weighed the baby. She gave preliminary instructions to Fatima about care of new born such as correct method of breast feeding, giving boiled clean water to the baby, clothes for the new born, etc.

Fatima and Amjad along with the baby went to the doctor to receive her blessing. The doctor warmly received the couple, made them comfortable in her clinic and gave guidance related to future happier married life. These guidelines included:

. Continue breast feeding as long as possible.

. Give boiled cool water to baby.

. Take proper diet while the baby is breast fed.

. Observe utmost cleanliness of food and utencils reserved for giving food to the baby.

. Use contraceptives to avoid unwanted pregnancy.

Fatima and Amjad listened patiently to what the doctor told them. They were very happy to know many useful things about child care and better family life. Fatima further requested the doctor to explain a few more points for their benefit. The doctor said. "What are those points? I would be glad to reply to them."

Fatima asked, "What does the term spacing mean? What are the advantages of proper spacing? What should be the gap between the birth of the first child and the second child, and what are different methods of family planning through which unwanted pregnancy can be avoided?"

"Fatima, I am happy to note that you are taking real interest in planning your future family life," the doctor said. She patiently explained each point to the satisfaction of the couple.

"By spacing we mean that you should not have a next child too early. This is good for the health of the mother as well as the child. The gap between the birth of the two children is known as spacing. The advantages of spacing are many," continued the doctor. "Spacing helps in keeping your family size small. It is good for the health of the mother as well as the child. If you have children too close together, you (the mother) will risk nutritional deficiencies, poor health, lack of energy, develop irritating behaviour, and other complications.

Another child too soon will create an unfavourable climate for the baby's development in the womb and after birth; nutritional impairment due to maternal malnutrition; problems of shorter duration of breast feeding; possible intellectual impairment; and less of your attention, resulting in emotional insecurity."

Fatima said to the doctor, "I am grateful to you for telling us many useful things about spacing. Please explain to me the methods to be used to ensure proper spacing."

The doctor explained, "There are many ways to ensure proper spacing. Some of them are to keep your child on breast feeding as long as you can. This practice helps in delaying pregnancy to some extent; and adopt family planning practices. By family planning we mean having children by choice and it is possible not to have children when the parents do not want them. Thus, if the couple desires, they can prevent conception by using any family planning method.

There are several methods of contraception or preventing pregnancy i.e. natural methods, non-terminal artificial methods and terminal methods. Some of these are for use by men and others by women. The couples have to select the methods of their choice.

Non-terminal methods are suitable for spacing the birth of children as well as limiting size of the family. The terminal methods are accepted only when couples decide not to have any more children.

The different kinds of family planning methods are the natural method (coitus interruptus, rhythm, abstinence), non-terminal methods (condoms, diaphragm, spermicides, intrauterine device, pill) and the terminal methods (vasectomy and tubectomy)."

The doctor told the couple that guidance and services in family planning are available at every Health Centres. They could contact the doctor as and when required.

Fatima and Amjad thanked the doctor for giving her valuable time to them and explaining the different aspects of spacing to keep their family small and happy. Fatima and Amjad followed the doctor's advice and had their second child after five years. At the time of second delivery, both the mother and child were in good health.

SUGGESTED GUIDE FOR USERS

1. **Title:** What Will Happen Next?

2. **Format:** Booklet on population change and resource development (Sub-topic: Population and environment)

3. **Target audience:**

   Elementary school drop-outs (grade IV) from 15-25 years of age.

4. **Objectives:**

   At the completion of this study, the learner should be able to:

   a) Define and explain what is meant by pollution.

   b) Identify some causes of pollution.

   c) Identify three types of pollution.

   d) List ways pollution is harmful to the community.

   e) List major sources of water, land, and air pollution.

   f) Identify three major effects of deforestation.

   g) Explain and suggest ways and means on how the community can prevent pollution.

5. **Core concepts:**

Population changes affect the balance of nature. Some of the consequences of population growth are:

   a) Land pollution,

   b) Water pollution,

   c) Air pollution, and

   d) Deforestation which affects water supply and soil erosion.

6. **Learning-teaching activities:**

   a) Facilitator asks the learning group the definition of pollution after they have read the booklet. Conclusion of this discussion will be formulated by the facilitator and again explain three types of pollution that may be existing in the village.

   b) Discuss the causes and consequences of each type of pollution by asking questions such as:

      i) Why do people sometimes vomit in a bus?

      ii) Why do men cough?

iii) Why are there no more big fish in the rivers?

iv) Why is the fertility of the land deteriorating?

c) Facilitators and learners formulate suggestions for the participation of the community to reduce and prevent pollution and deforestation.

d) Planning by the participants to reduce pollution (a handout of possible action from the learners will be distributed after the discussion).

7. **Learning-teaching materials:**

a) Booklet on pollution – "What Will Happen Next?".

b) Posters on:

i) Land pollution

ii) Water pollution

iii) Air pollution

iv) Deforestation

v) Flood and damage done by deforestation

vi) Prosperous and happy society.

(These posters may be used as audio-visual materials during a lecture session if the booklet is not available).

8. **Evaluation:**

After a learning-teaching process has been completed on this topic, instruments of evaluation in the form of participation chart, feedback questionnaire and check list will be used to assess the learning outcomes of the participants.

HOW YOU PREVENT POLLUTION

(A handout for participants)

1. Don't over use pesticides or chemical fertilizer for your land. Consult extension workers from the Ministry of Agriculture who work at your village or district so that you can use them intelligently.

2. Eating fish from polluted water or meat from contaminated live stock, may cause sickness. Try not to use detergent for all your washing. Participation of all people in the prevention of pollution is necessary. Safety regulations should be enforced with the help of the community: fumes and gas from cars; factory waste channelled to the rivers or lakes; the burning of waste and trash should not be allowed except in places specifically assigned for that purpose.

3. Regulations have been enforced by the Government to preserve our forests. The felling of trees is restricted.

Planting trees and growing green plants on your property are suggested as a sign of your participation to prevent pollution in our environment.

WHAT WILL HAPPEN NEXT?

Surono, a 24 year-old man, visited Dr. Pasaribu in the Puskesmas, Community Health Centre for a general check-up. He had been coughing for the last two weeks. Surono was a taxi driver. Last night his coughing was so serious that he couldn't sleep.

After checking Surono for about ten minutes, Dr. Pasaribu said, "Surono, you have a big problem. You should take a rest for at least three days. Take these medicines – the capsule and pill, after your meals. Don't go to work before you finish this medication."

After giving Surono the medication the doctor asked him, "Where do you work now? Are you still working as a farmer and helping Sanusi with his shrimp pond? I haven't seen you in three months. I have no idea as to what you are doing these days."

Surono said that he was no longer helping Mr. Sanusi with his pond. He is now an *oplet* driver (taxi driver) in Sukabumi, 15 kilometres from his village. Life was harder for him now since his oplet was a 1952 Chevrolet and most of the time it was broken down. Spare parts were scarce. Moreover, he had to repair the car by himself. Most of the time, he had to be under the car doing the repairs.

"Ah, ah!" Dr. Pasaribu exclaimed. "Maybe this is the reason why you have been coughing this week. Your coughing has become worse because you are often under the car doing repair jobs. You have inhaled unpleasant fumes from your oplet. You see, Surono, this is what we call *air pollution*. There are some other pollution problems that are experienced by our community nowadays, such as soil pollution, water pollution and air pollution. All these pollutions create problems to human beings and other livin things as well as to non-living things. I've asked Pak Sanusi, the *lurah* (village hea to call us to a gathering after our Friday prayers so that I can explain to the group these matters of pollution. Do come to the meeting the day after tomorrow."

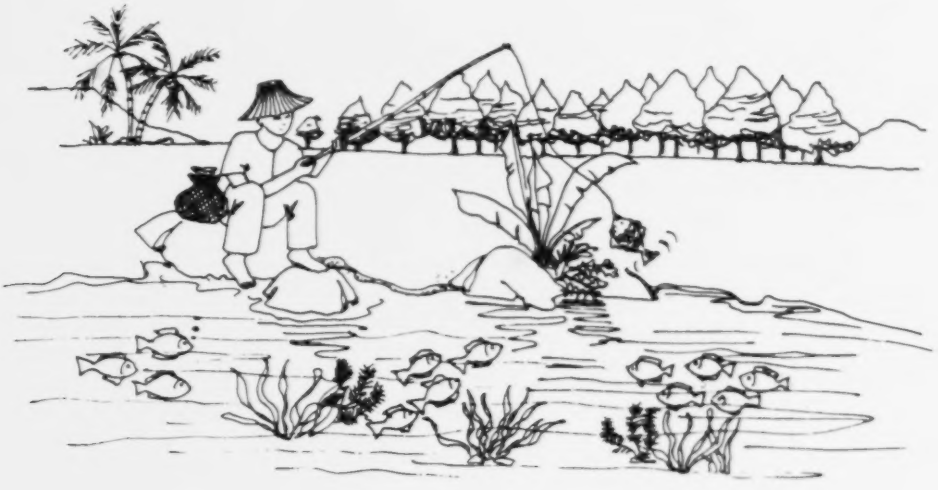
Surono followed the advice of the doctor and two days after his visit to the Community Health Centre he felt better and the cough had stopped. He asked his wife to come along with him to the village centre where Dr. Pasaribu was to give his lecture and discuss pollution, the topic Dr. Pasaribu had mentioned to him earlier.

Most of the villagers of Rawasari attended the meeting. As a matter of fact, since the topic to be discussed would affect the life of the people in the village, even extension workers from various developmental organizations were invited so that they could participate in the discussion.

The meeting was declared open by the *lurah*. He thanked Dr. Pasaribu for his concern for the health of the community. It was also mentioned that during the last few years, life was hard for the villagers of Rawasari due to the deteriorating health of its members, lowering crop yields, and diminishing forest wealth.

Dr. Pasaribu started his speech by introducing himself as a "new" doctor in this area. He came from another province and had been working in the Community Health Centre for almost six months. Some of the villagers had already developed some personal relations with Dr. Pasaribu during this short period.

"A few weeks ago I talked to Pak Sanusi, our lurah, about the health condition of our village. During our discussion, both of us felt that some day we must have this kind of gathering with you. We need to talk about some problems faced by our community especially those related to health and development efforts. This afternoon I would like to start this discussion with the topic on pollution related to some aspects of our life in this era of development. This is a new term. Try to spell and pronounce it." Dr. Pasaribu then showed a large card with the word POLLUTION printed on it, and continued:



BEST COPY AVAILABLE

"I might as well mention first that during this discussion, I want to relate the topic to the condition in our village Rawasari. As I learned from Pak Sanusi, during the time of our grandfather and father, Rawasari was indeed a beautiful village. The ricefields were fertile since irrigation water supply was sufficient. During the rainy season, the land was never flooded and during dry season, water supply was enough for growing rice. Most of our parents used to mention that the ricefields of Rawasari looked like a green carpet. Near harvest time, the green colour used to disappear and become yellow, heavily loaded with grain. Everybody was happy because of the good crops. The hills in the east side of our village were also green with plants and trees. We grew mangoes, rambutan, and durian. A little bit further, the blue-green colour spreading far and wide showed that the fertile soil was covered with dense forests capable of sustaining extra water and help prevent erosion after heavy rains. It was a beautiful scenery around 30 to 40 years ago." Dr. Pasaribu showed a poster of Rawasari 40 years ago. It was beautiful village with green landscape. He pinned the poster on the wall behind him.

Facing the audience Dr. Pasaribu continued, "At that time Rawasari was sparsely populated. There were only about 80 families living here and about 500 people, adults and children. Today, we have 196 families and 1,123 people. The number of people has more than doubled in about 30 years. In general, I would say that all the people in this village at that time were happy and joyful."

How is Rawasari today? Look at this picture." Dr. Pasaribu showed a poster of Rawasari now, a crowded village with small land for ricefields.

BEST COPY AVAILABLE

Dr. Pasaribu then added, "As a result of this increasing population, it has become difficult to maintain the same level of prosperity and happiness in the community. But you have never given up in spite of the fact that many farmers do not have any more ricefields to work on. In order to meet their daily needs, those without land have been going to the mountain to cut wood from the forest and build their houses. Even worse, the people have started to cut the trees so that they can earn some money by selling the wood to other people who need it to cook their food.

These people have grown crops on the cleared land to meet their food and other needs. The former green of the forests has gradually disappeared because of the rapid cutting of trees. No one has bothered to plant trees again. Instead, we now have naked brown blackish mountains and hills. Our greediness and lack of care to plant new trees on the hill are the major reasons for this happening."

"The humus and soft layer of the land in the naked forest have been swept away during the rainy season. The absence of trees in the forest has made it impossible to store water for use in the dry season. During the rainy season, water rushes down the mountains. Then we have floods that destroy our paddy fields. It is easy then to understand that during the dry season no rice grows because of the shortage of water. During the rainy season, the growing rice is destroyed by flood. These are the consequences of deforestation."

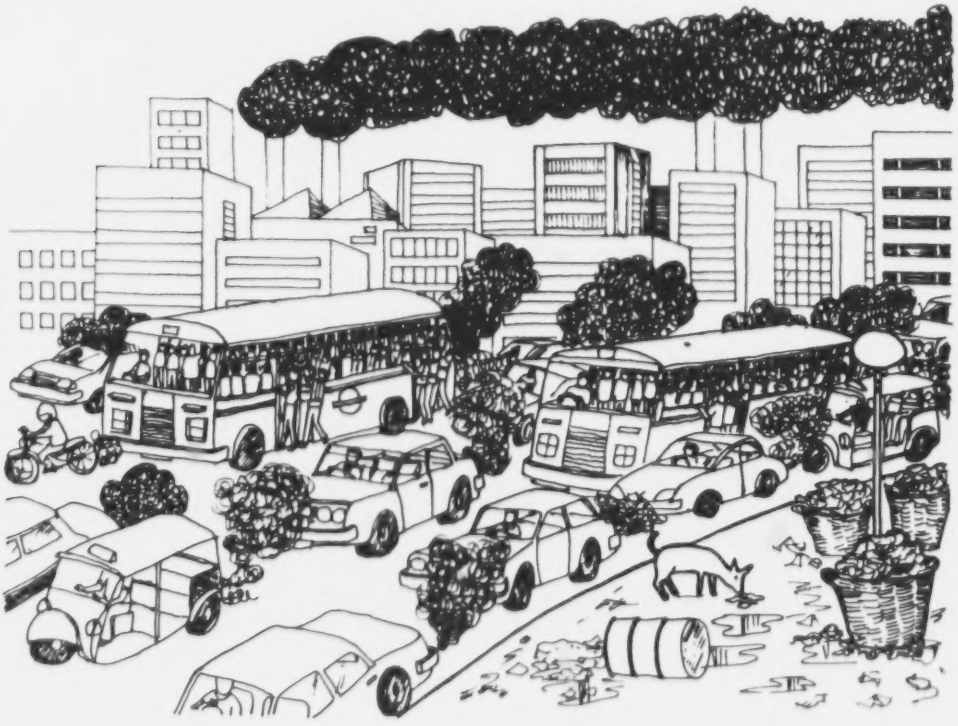
Dr. Pasaribu paused for a moment. He took a sip of water from the glass and carried on with his talk.

"Now factories and motor cars generate all kinds of pollutants. Smoke and gas from factories, added to the dust from the street, pollute the air. If you live long in a city and inhale the air constantly, your lungs will be affected. Continuous coughing, cancer and other lung diseases are becoming common in cities. And this, too, can happen in our village.

BEST COPY AVAILABLE

Air pollution makes people sick. Some of our villagers have experienced this happening recently."

While looking seriously toward Surono, Doctor Pasaribu took a poster and showed it to the audience. The poster was a terrifying sight! It showed factories and cars emitting black smoke. The street was crowded with vehicles and people. Sidewalks were littered with garbage.



"Sewage and waste from factories and hospitals flow into rivers and lakes every day," continued Dr. Pasaribu, "As a result, many rivers become full of dirt and waste. The wastes that enter the river kill the fish we used to catch in the past. Our river is now becoming lifeless. This is an example of *water pollution.* Our water is no longer safe for drinking. It has been contaminated by wastes from factories, chemicals and wrong habits of modern life. How do you like this poster?"

BEST COPY AVAILABLE

Dr. Pasaribu showed posters of wastes of factories, hospitals and households entering a river polluting the water. A poster also showed the waste polluting wells in a village.

After highlighting some objects found in the posters, Dr. Pasaribu went on with his talk. He said: "A couple of years ago, the use of plastic materials in our society was not so extensive as today. Almost everything that can be wrapped now use plastics. Leaves are not used any more to wrap cakes you used to buy in the market. Papers are not used any more for other purposes besides writing pads or printing books! Our era now is the era of plastics. The problem with our society is that we are not intelligent enough to handle the damage that may be done by this habit. After eating the cakes, we throw out the plastics. From time to time, these plastic materials are being accumulated on the ground not only in the surrounding of our village but also in our fields. The once fertile soil now becomes a desert. No trees or plants grow any more. Our land became a desert just because of the unwise use of plastics. You see, these plastics cannot be decomposed and become part of our land. This is one example of *land pollution.* Extensive use of pesticide and chemical fertilizers are other causes of pollution besides soil erosion. As I have mentioned earlier, soil erosion is one of the consequences of deforestation. All humus and soft fertile soil in our village has been swept away by the flood. Our land has become infertile and not many plants and trees can grow any more.

Over use of pesticides and chemical fertilizers is harmful. Pesticides are poisonous. Many kinds of fish in the ricefields are killed. Those which have survived have also been contaminated. If we continue to eat them, we may become

BEST COPY AVAILABLE

sick. Some wildlife could also be killed as the result of eating poisoned fishes. Although the water weeds grow very fast because of the fertilizer in the water, the water that flows into the stream can no longer be good for drinking."

Dr. Pasaribu presented a picture of Rawasari village in the future. The picture showed neither tree nor plant. The surroundings of the village were a vast expanse of sand, without any living cattle or live stock.

Again, continuing his talk, Dr. Pasaribu said, "These are actually some of the points that I would like to discuss with you this afternoon in relation to our health problem. Pollution, of course, is one of the consequences of irresponsible acts of people. But we can overcome these if we care enough for our lives and our land. Although our general health has been improved, different kinds of pollutions are also becoming more and more felt. Whatever we have achieved in our health programme will soon be lost, if we do not do something about pollution. Our co-operative efforts and our plans in dealing with these pollutions will help us to achieve our goal – a prosperous, healthy and happy society." Dr. Pasaribu again showed a poster representing a happy and prosperous village and said good-bye.

Pak Sanusi, lurah thanked Dr. Pasaribu on behalf of the community for drawing their attention to health hazards which need our immediate attention.

SUGGESTED GUIDE FOR USERS

1. **Title:** Understanding Dynamics of Population Growth

2. **Format:** Illustrated flip chart with commentary on the back

3. **Message:** Understanding the process and implications of population change.

4. **Purpose:**

The main purpose of this flip chart is to develop proper understanding among the target audience about demographic situation, population change and their inter-relationship with the environment, resources (human and natural) and socio-economic development of the country. The specific objectives include:

a) To provide information about demographic situation of the country in general and the region in particular.

b) To create awareness among youth towards recent trends of population growth and their implications for the improvement of quality of life of the people.

c) To enable the youth to realize the problems emerging due to unchecked growth of population.

d) To clarify the basic concepts related to population change, such as birth rate, death rate, migration, family size norm and others.

5. **Target audience:**

a) Out-of-school youth attending non-formal education centres.

b) Members of the youth clubs.

6. **Methodology of presentation:**

The flip chart will be well illustrated and in calendar form. The field workers are expected to study the contents of the flip chart before its use among the target audience. The field workers/discussion leaders may make use of the flip chart in explaining basic concepts of population dynamics to the target audience with the help of the commentary given on the back of each sheet. This will be followed by group discussion, with topics for discussion being related to local population issues and problems.

The flip chart can be circulated widely among youth clubs and other local organizations which, in turn, may make use of it for initiating group discussions and getting better insights in demographic situations, population dynamics and socio-economic developments among their members.

7. **Issues and sample questions:**

a) What is the present estimated population of the country?

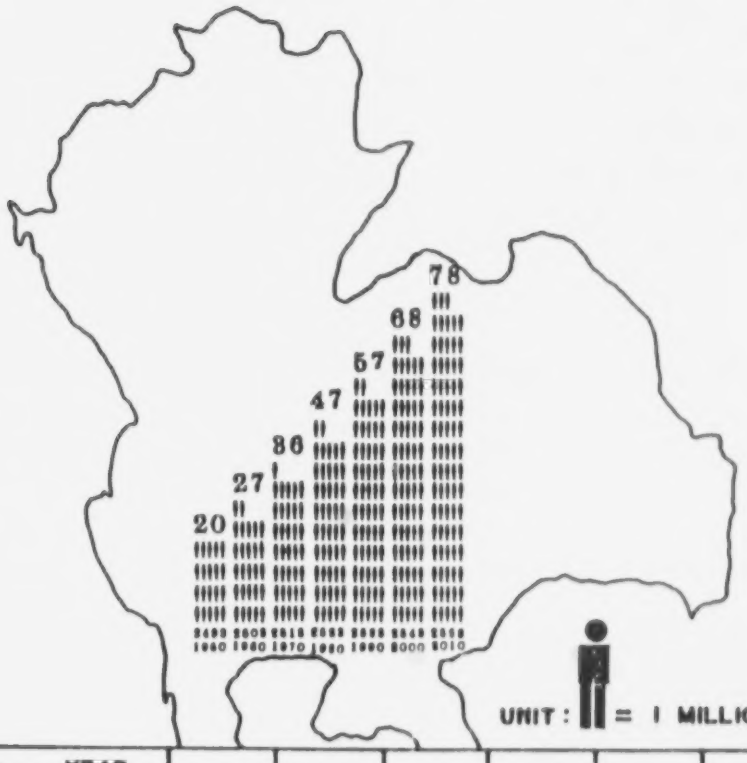
b) What would it be in the year AD 2000?

c) What are the factors responsible for change in population?

d) What can be done to check the rapid growth of population?

e) What are the implications of population growth with respect to food production, environment, resources (human and natural), and socio-economic development programmes of the country?

f) How does the phenomenon of population growth affects the quality of life of the people?



YEAR / POPULATION	1950	1960	1970	1980	1990	2000	2010
THAILAND	20	27	36	47	57	68	78
WORLD	2524	3037	3695	4432	5242	6119	6988

BEST COPY AVAILABLE

1. The demographers estimated the world population in mid 1984 at 4.7 billion. They also warned that if the present trend of population growth continues the population of the world will touch the figure of 7.0 billion by 2000 A.D. These population projections have shocked the world.

The population of Thailand will rise from 50.8 million (1984) to 66.1 million (2000 A.D.) during the same period.

BEST COPY AVAILABLE

2. This is happening due to unchecked growth of population. What can we do about it? In good old days there were smaller number of families in the village. Their needs were limited and they lived a blissful life. There was a balance between man made and natural environment.

BEST COPY AVAILABLE

3. Now, let us understand how does our population grow? If there are more births than deaths in the community, the population grows. Due to improved health services the death rate is going down and the birth rate is not declining proportionately. This makes our village/community grow at a faster rate.

Suppose there are 15 births and 12 deaths in a village every year, the population of the village will increase by 3 persons every year. At this growth rate the population of the village will be doubled in 30 years. A village of 5,000 people will produce an equivalent of a new village of 500 people in 5 years.

The changes in population also take place because of migration.

LARGE FAMILY SIZE

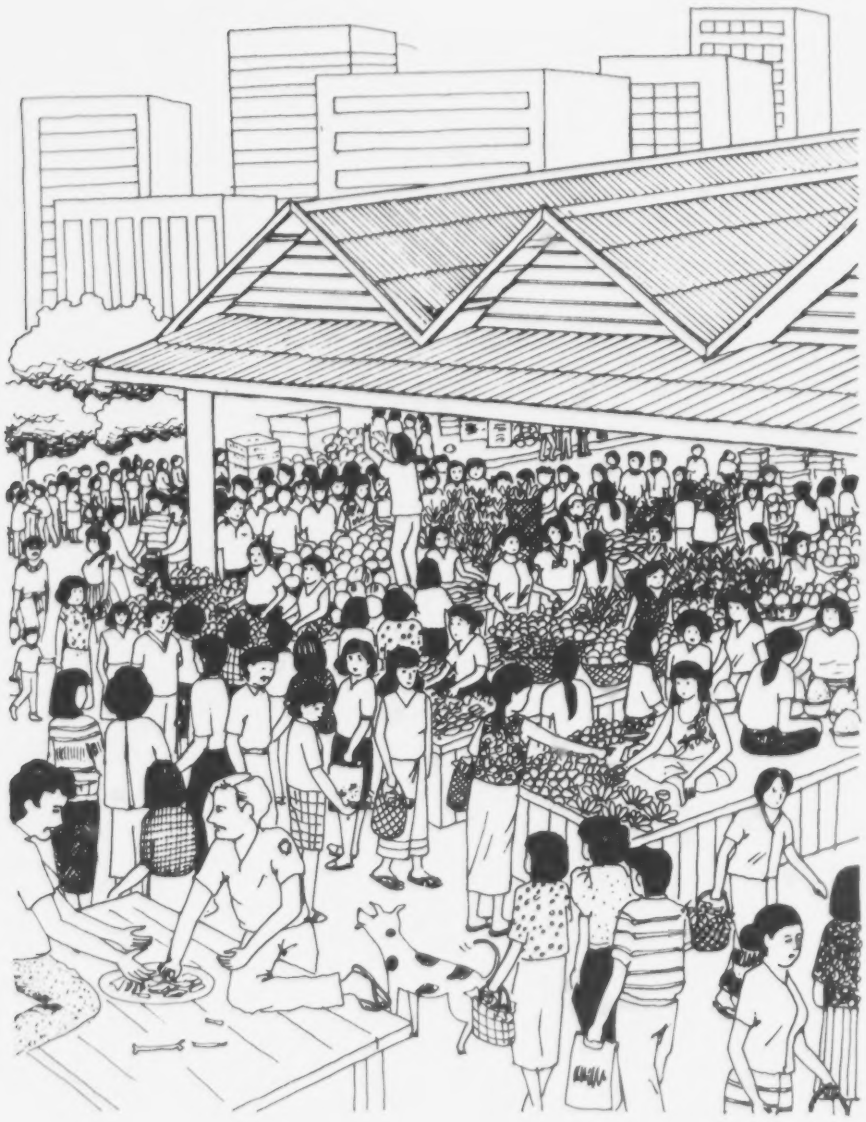
BEST COPY AVAILABLE

4. Another reason for rapid growth of population is traditional preference for large size families in rural areas. The large size families have many problems related to food and nutrition, health, housing, recreation, employment, education, saving, etc. It also influences land distribution and family income. The per capita nutritional intake declines with the increase in family size.

MERGING REASONS FOR SMALL FAMILY SIZE

BEST COPY AVAILABLE

5. Recently due to family planning and other educational programmes, a new trend is emerging in respect of family size. Most of the educated married couples are adopting the small family size norm. Emerging reasons for the small family size includes improved health, improved education, increasing cost, changing roles of women, etc.



BEST COPY AVAILABLE

6. About one million people are added every year in Thailand to its present population of 50.8 million. Can the country bear this additional burden especially when it is engaged in raising the quality of life of its people? This rapid growth of population affects the socio-economic development programmes of the country in many ways. It leads to: shortage of food stuffs, poor health of people and over-crowding in every sphere of life such as buses, market places, schools, etc.

WOMEN

THE CHANGING ROLE OF WOMEN

POLITICAL PARTICIPATION

EDUCATION

EARNING OPPORTUNITIES

SOCIAL LEADERSHIP

BEST COPY AVAILABLE

7. Vigorous efforts are being made in every country to raise the quality of life of its people through various means such as improving food and nutrition, better health services, ensuring modest housing and living conditions, safe drinking water supply, improvement of environment and safeguards against pollution of air, water and land. The changing roles of women are also helping to raise the quality of life of her family members.

The other ways and means through which unplanned rapid growth of population can be checked and better quality of life can be ensured include: promotion of small family size norm, delayed marriage, training in responsible parenthood, clarifying existing population related beliefs and values, explaining implications of rapid population growth to socio-economic development programmes of the country and developing better understanding about the roles and status of women in reducing family size and improving family living.

SUGGESTED GUIDE FOR USERS

1. **Title:** Boy or Girl

2. **Format:** Booklet-story

3. **Message:** A child of any sex is an asset to the family if he or she can be educated properly and reared with care.

4. **Purpose:**

   a) To clarify among out-of-school youth the existing population-related beliefs and values such as preference for a son and

   b) To develop in out-of-school youth rational attitudes towards these beliefs and values.

5. **Target audience:**

   Participants of the non-formal education programme with at least grade V level education.

6. **Methodology of presentation:**

   The material can be used in two ways: (a) The instructor may read the story aloud to the learning group; or (b) the story may be distributed to youth for self study.

   The instructor will hold a discussion with the training group and will raise the following questions:

   a) Why did the husband and wife prefer a son than a daughter?

   b) Is there anything wrong in having a daughter?

   c) Can daughters be treated as equal to sons? After the discussion the instructor may highlight the conclusion and clarify the son preference values if not covered during the discussion?

BEST COPY AVAILABLE

BOY OR GIRL

Everybody was waiting for the birth of the baby. Since she started conceiving, Rehana and her husband Rafiq have hoped for a son because Rehana had already given birth to two daughters. Now, she wanted a son. But when the baby girl was born, both Rehana and Rafiq were very much disappointed as it was the third daughter in a row. Rehana started to cry. Her mother-in-law came out from the labour room with a look of sadness. The neighbours of Rehana were whispering about Rehana's ill luck. All preferred a male child for Rehana because they believed that only a son can look after the parents in their old age.

The village health visitor, Promila, who had helped in delivering the baby understood the situation. Promila thought to herself, "Now is my chance to make them realize that a daughter is just as valuable as son." So, Promila, with great joy and excitement told Rehana, "Congratulations, Rehana, you have a very beautiful daughter."

Rehana cried aloud, "Oh God, what happened? I never wanted a daughter. Please give me a son!"

A neighbour of Rehana, who had attended to her in the labour room also expressed her negative attitude about the baby girl.

Promila became surprised and expressed her feeling to Rehena. At this particular moment Rahima, a friend of Promila, entered the room and heard them talking.

Rahima is an adult education worker. She came to see Promila to enquire about another patient's condition. However, having heard Promila and Rehana talking about Rehana's third baby girl, Rahima could not control her patience and started talking to Rehana.

"Look Rehana, the baby is your daughter and there is no difference between a son and daughter. I know that you have two daughters and now you have the third one. All are your children."

Rehana began. "But you know, sister Rahima, I could not give any son to my husband. He will not love me any more. In our old age, who will take care of us?" tearfully said Rehana.

"Do you think that only a son can take care of their parents?" asked Rahima.

"Yes, because they work and earn," Rehana replied.

"But, Rehana, you can educate your daughters to enable them to work outside the home and earn for you. They too can take care of you in your old age," Rahima countered.

In the meantime, Rehana's mother-in-law entered the room and joined the discussion. In disbelief, she said, "How can a daughter be equated with a son. Boys are strong, they work hard. They can earn and can be educated."

"Yes, Madam," Rahima replied, "You can rear your daughters as you would your sons. Give them better food, proper education and teach them the work in and out of the home. Then you will find no difference between a son and a daughter. So do not be upset with the baby girl, she is your child as well and your future lies in her. Take care of her and love her and she will take care of you and love you too."

"This is a good theoretical sermon but the real life is somewhat different," Rehana's mother-in-law replied. "You see, I have spent almost my whole life and have seen families without sons suffering in their old age. I would not like my son to suffer in his old age. That is why I would like to see that Rehana and Rafiq have a son."

"Oh, I see!" said Rahima. "Madam, you may have seen families with poor resources and uneducated girls. But look at me, I have two sisters only. All of us graduated from high schools and are now working. With our income we helped our parents to build a new house for the family. We also saved enough money to send our parents on a pilgrimage. We are really leading a very happy life. At the same time we see our neighbour who have four sons. Two of them are married and working in the city. One has gone to the Middle East and had married there. The fourth is doing nothing and most of the time he quarrels with his parents. Their mother came to our house and told my mother – 'how lucky our family has been in having daughters who have been looking after their parents'. My mother told them that their sons must have been sending them money and so they must be also happy. But our neighbour replied that these days, sons, after their marriage, don't seem to care much for their parents anymore. It is much better to have daughters as they continue to remain thoughtful of their parents and mindful of how they can help them."

At this point, Rehana's husband dropped in. Rehana's mother-in-law briefed her son about the conversation which she had with Rahima, the adult education worker.

"Rahima, may be right," said the mother-in-law. "Maybe your daughters will prove more helpful. Therefore, let us submit ourselves to the will of God Almighty and welcome the new arrival." While saying this, she lifted the baby girl in her arms and showed her to her son.

"She is beautiful," said Rafiq. "I shall try to educate my daughters so that they can grow up as well informed citizen, get some job so as not only to support themselves but also the older members of the family, like parents and grandparents," Rafiq continued.

On hearing about the conversation between her husband and mother-in-law, Rehana was very much relieved and happy that she and her baby girl will now be welcomed in the family.

Years passed by and Rafiq true to his words provided opportunities to their daughters to go to school. All the daughters turned out to be very hard working. They were very good students in the school and got good jobs after their high school

graduation. They are all happily married. Rehana and Rafiq now live with their younger daughter and her husband. They are all leading a happy life.

One day the same adult education worker met Rafiq and asked,

"Rafiq, how have you been and what are you doing now in your old age?"

Rafiq said, "I would like to thank you for guiding me at the time when my third daughter was born. You were absolutely right when you said that the daughters, like the sons, can be as good security in old age for the parents. I reluctantly believed you at that time. But I can now say with confidence that daughters are as good as sons as security in old age for the parents."

He once again thanked the adult education worker and invited her to visit them in their daughter's home. The adult education worker thanked him for the invitation and promised to do so in the near future.

SUGGESTED GUIDE FOR USERS

1. **Title of story:** Deeva Jagaya (A Candle is Lit)

2. **Purpose:** To enable the learners to understand the advantages of education and employment of women.

3. **Messages:**

   a) Education of girls and women is important.

   b) Employment of women leads to better family living and better understanding in the family.

   c) Education and employment of women lead to the enhancement of the socio-economic status of women.

   d) Education and employment of women lead to demographic changes in age at marriage, spacing, family size and ultimately fertility reduction.

4. **Target audience:**

   Semi-literate rural out-of-school youth.

5. **Suggested teaching-learning activities:**

   Ask the learner whether:

   a) education has been given to the girls/women in their family/community.

   b) education of girls and employment have any relationship. If so, in what manner education helps women in getting gainful employment.

   c) there is any difference in family size between those families in which women are educated and employed and those in which women are uneducated and without gainful employment.

   d) education and gainful employment of women lead to better family life.

   e) equal status to women leads to economic prosperity of the family.

   f) there is any difference attached to the significance and value of male and female child in his community.

   g) he/she agrees that having two daughters in his/her family would have the same significance and value as having two sons.

BEST COPY AVAILABLE

A CANDLE IS LIT

Dinu and his wife, Ratna were living in the village with their five children. Their fourth child was a daughter named Beenu. They had about three and a half acres of farm land. The land was not adequate for their family needs as they couldn't grow adequate food and vegetables. The children could not get schooling. They had to work hard to earn their daily bread and butter.

The brother-in-law of Dinu was an employee in a bank in town and used to visit them once or twice in a year.

When Beenu was 10 years old, she noted that her three elder brothers who were helping their father in farming had no schooling. She found that her maternal uncle, Jagat, who visited them every year and was an employee in the bank – was better off economically. She knew that uncle Jagat also requested her father to send her brothers to him for education but her father was not inclined to do so as he thought that it would affect his family income.

When Beenu was 13 years old, her Uncle Jagat visited the village of Rampur and brought along his wife, Maya. Beenu found her Auntie Maya reading magazines and writing letters to her friends during her stay in the village. Beenu developed a good acquaintance with her Auntie Maya. She expressed to her Uncle and Auntie her keenness to learn how to read and write. Her Uncle Jagat promised to help her. He therefore approached the village Panchayat to start a functional literacy class for women. He was informed that in order to start a functional literacy class, proper accommodation for a Women's Centre was needed and 15-20 women and girls willing to join the centre were needed. It was a difficult task to convince the other women and girls to join the centre. However, with the active support of the village people, within a year, a functional literacy class was started. The attendance was very low and therefore, after sometime, a tailoring class was also added. This improved the attendance at the centre. Since Beenu was very enthusiastic to learn literacy and tailoring, within a short period, she started reading, writing and sewing clothes. But other women and girls were irregular in attending their classes and after a period of about 10 months the centre could not continue any more.

Now Beenu started writing letters to her Uncle Jagat and Auntie Maya in the town. Many times her Auntie Maya requested Beenu's father that she should come with her to stay in town for some time. Her father who in the beginning was reluctant, agreed this time and sent her for a few months. Now she was 16 years old. However, her father was in search of a good boy for her marriage.

Beenu, while staying in the town with her Uncle Jagat found that women went to offices and work in the shops and help their families economically. It was a big surprise to her. Beenu was amazed to see that the women appear to be very well off. Moreover, Beenu observed that there was almost no difference between men and women. She tried to find out the reason for this and concluded that the women received a good amount of education first. Beenu then decided to complete her education. She discussed with her Auntie Maya the possibilities of passing the condensed course of middle school examination.

After some time a message came to the town from Beenu's father. The message read that Beenu was urgently required in her village as negotiations for her marriage were going on. She was brought to the village but was in dilemma as to what to do. She wanted first to complete her education and while coming back, she had requested through her Auntie Maya to tell her Uncle Jagat that he should tell her father of her desire to pass the middle school condensed course examination. Her Uncle Jagat could very well understand the feelings of Beenu.

In the village, Dinu had hoped to marry Beenu off soon. He discussed the marriage plan of his daughter with his brother-in-law, Jagat, who disclosed that Beenu had the desire to complete her education first. Dinu was angry and said that Beenu had already learned how to write letters and could read books and magazines. She was able to maintain her day-to-day accounts. What more did she need to know? Her Uncle Jagat very patiently discussed Beenu's desire to complete the condensed course for completing middle school examination first. There was a lot of confusion in the house and ultimately, Beenu was called to express her desire. She very convincingly and humbly presented her desire to her father and uncle that after passing the examination she wanted to revive a tailoring class in the village which could not be successful earlier and had to be abandoned. By this time her mother had joined the discussion. She was reluctant to agree to the postponement of the marriage. But Jagat argued that the marriage of Beenu was no doubt very important but her desire for self-study was equally important. He ultimately persuaded his sister and brother-in-law to postpone the idea of marriage and took the responsibility of arranging everything to pass the condensed course for middle school examination.

Uncle Jagat arranged the necessary papers, books, materials for Beenu. At the first attempt she could not complete the course as there was no one to guide her and she had to assist her mother also in the day-to-day household activities. In the second year again she prepared hard for the examination, but this time she went to stay with her Uncle's family for about three months prior to the examination. Her uncle helped and guided her in her preparation for the examination. Fortunately, she passed the middle school examination. It was a big thing for this village that a girl passed the middle school examination. The women who, in the beginning, were critical of Beenu's decision, began to appreciate her decision. Dinu, her father, was also happy but now wanted to arrange her marriage. Now Beenu was 18 years old. She desired that she be given a teacher training course as she wanted to start a school in the village.

Her Uncle Jagat again helped and brought the necessary papers for a teacher's training course. She was admitted and was able to complete her teacher training course. After completing her training, and when she came back in the village, people were generally surprised and women in particular were enthusiastic. After sometime she made personal contacts with all the women and girls of the village and communicated the idea of a women's club called Mahila Mangal Dal. With the active support of the women of the village, she organized a women's club. She mobilized the women folk of the village to provide education to their children. Thus, a need was felt. With the people's help and government assistance, a school was built and she started the formal and non-formal education work in the village. The Literacy Centre which was earlier abandoned was again started with the active support of the women and girls. People of the village were happy that the centre would now be working on a permanent basis.

Beenu was already 23 years of age. Her father was worried about her marriage as he was getting older and older. Now Beenu was also not reluctant for her marriage. Ultimately her father found a young man, Mohan, 26 years of age who was teaching in a nearby village school. With great happiness her marriage was solemnized.

In her husband's house, she was happy and had very cordial relationships with her sister-in-law, mother-in-law and other family members. The family was leading a very happy life. Hardly six months had passed when she started feeling an urge to do some work and so she consulted her husband and mother-in-law, Malti. Malti was not in favour of her going outside the house. Her husband, Mohan, was not against her working. He discussed the matter with the village head and convinced him that it was important to impart basic literacy and skill training to the women. The idea was accepted by the people. Beenu taught literacy and tailoring in her own house.

In the beginning, there were five women learners. Later, as many as 17 came for the class. After a year or so, the need was felt very much and a permanent centre for non-formal education was built by the villagers. Beenu was appointed to take charge of the centre. She developed a lot of love and affection for the women. Later, she was elected the President of the Women's Club which she had organized in the village. She was also nominated as a member of the village Panchayat.

Three years of Beenu's married life passed. Once her elder sister-in-law suggested to her to consult a doctor to find out why she was not yet pregnant. She smiled and told her that she and Mohan could have the child whenever they desired. She disclosed that they were adopting family planning. Later, Beenu and Mohan took a decision to have a child. After Beenu was pregnant, she started visiting the Primary Health Centre for check-up and necessary immunization. The mother-in-law knew that Beenu was pregnant. Exactly after a normal period of pregnancy, Beenu was admitted at the Primary Health Centre for delivery. In the family, the mother-in-law and other members were very keen to know the results of the delivery. They were waiting very impatiently. They had brought sweets and a drum beater in case a male child was born. The nurse came out of the delivery room to tell them that a female baby was born. The news was not welcomed by the mother-in-law but Beenu's husband who was also present, said that they (Beenu and himself) welcomed the female child. After all Beenu's and Mohan's wish for a child, whether male or female, had been realized. So sweets were distributed.

Beenu and her husband were very regular in following the schedule for all types of immunization for the baby. Beenu breastfed the baby. After an interval of five years, Beenu and Mohan decided to have another child. Beenu underwent pre-natal care. She was healthy and doing her work well. Her husband was very happy. They had a comfortable house. They had all that they needed. They also had social status. After a normal delivery, Beenu and Mohan had another female baby. But

BEST COPY AVAILABLE

they welcomed the baby in the same manner as in the first one. Beenu's mother-in-law insisted that they should attempt for the third child in the hope of having a son. Beenu convinced her mother-in-law that a boy or girl is of equal significance. Beenu then went for tubectomy.

BEST COPY AVAILABLE

APPENDICES

APPENDICES

Appendix A — Basic Information about Ban Don Kaew Village

Appendix B-1 — Survey Form

Appendix B-2 — Survey Form for Community Leaders

Appendix C-1 — Pre-testing Instrument: Poster/Chart

Appendix C-2 — Pre-testing Instrument: Story/Booklet

Appendix D-1 — Results of Pre-testing of Learning Materials

Appendix A

BASIC INFORMATION ABOUT THE SELECTED COMMUNITY

(Ban Don Kaew, Village No. 5, Don Kaew Sub-District,
Saraphi District, Chiangmai)

1. **Adjoining villages**
   - In the North: Village No. 4, Don Kaew Sub-District
   - In the South: Village No. 1, Ta Kwang Sub-District
   - In the East: Village No. 6, Nhong Phack Sub-District
   - In the West: Village No. 6 and 7, Don Kaew Sub-District.

2. **Area**
   - Total area : 602 rais. This may be classified as follows:
   - Agricultural area: 400 rais
   - Living area : 195 rais
   - Public area : 7 rais

3. **Population**

   Number of families: 175

   Number of population: 655
   - Classified by sexes: Males – 326
     Females – 329
   - Classified by educational attainment:
     - Teachers: 11
     - Prathom Suksa 1 – Prathom Suksa 6: 122
     - Elementary level literates: 519
     - Illiterates: 3

4. **Public facilities**

   4.1 Elementary school: 1

   4.2 Temples (three monks, nine lower-order monks): 2

   4.3 Pre-school children centre (35 children): 1

   4.4 Village newspaper reading centres: 2

   4.5 Village library: 1

   4.6 Cultural centre: 1

   4.7 Public address centre: 1

5. **Professions**

Most of the people are agricultural workers. Only a few are traders within the village only. The agricultural works may be classified as follows:

- rice farming
- growing longans
- rotation of crops
- making "Krus" (large baskets for handling harvested rice)
- mushrooms growing
- pig raising
- poultry raising.

6. **Village activities**

These are initiated by the villagers themselves with technical and financial support from the Government and various foundations. The activities are conducted through a village committee consisting of 7 to 10 well-chosen persons with the village headman as chairman of the committee. Present activities include:

6.1 Village Development Fund. The fund is collected by selling 10 baht shares to the villagers. Interests and dividends are paid out at the end of each year. Approval for the use of this fund has to be granted by the village committee.

6.2 "Kru" Making Group. These "Krus" are made from bamboo and have diameters between 3-5 metres. Money for this undertaking is extracted from the village development fund.

6.3 "Yellow Bean" Planting Group. This group plants yellow beans in unused lands and deposits the income into the village development fund.

6.4 Female Tailoring Group. This group makes ready-made clothes for sale.

6.5 Food Cooking and Preserving Group. This is under a project to promote nutrition within the village.

6.6 Market demonstration Group. This group arranges a special market once a month to provide learning experience about marketing.

6.7 Wells for Rice Stalks Project. These wells are used for wetting rice stalks by all the villagers.

6.8 Career Training Workshop Project. This is still in the formative stage. The aim is to build a training workshop to promote career development. This project has received a financial support in the amount of 306,630 baht from the Krom Phraya Damrong Rajanupharb Foundation.

6.9 Improving Pre-School Children Centre Project.

6.10 Promoting Folk Music Evolution Project.

Work Plan for 1985

Continuing various projects established in 1984 and adding three more projects as follows:

6.11 Constructing Barns for Agricultural Produces Project.

6.12 Promoting Bee-Raising Career Project.

6.13 Promoting Radio-Repairing Career Project.

The activities are conducted with technical support (in the form of providing resource persons and giving necessary equipments and materials) from four co-ordinating agencies as follows:

1. Agricultural Extension Department.
2. Community Development Department.
3. Non-Formal Education Department.
4. Ministry of Public Health.

Appendix B-1

SURVEY FORM

I. Basic information

1. Name: _____
2. Age: _____
3. Occupation: _____
4. Sex: Female _____ Male _____
5. Marital status:
6. If married, age at first marriage: _____ years.
7. Education: _____
   (Highest grade/year completed)
8. Family size: _____
   (Number of siblings)
9. Surviving parents: Father ☐
   (Please check) Mother ☐
10. Position in the family: Eldest _____ Second child _____
    Third child _____ Youngest _____
11. _____
    (Religious affiliation)
12. Organization affiliated:

    _____

    _____

    _____

II. Activities currently engaged in:

1. Economic:

(Activities)	(Estimated Income)
_____	_____
_____	_____

2. Community improvement activities (give examples)

_____

_____

3. How did you carry out the various community improvement activities mentioned above? Please elaborate.

_____

_____

4. Economic activities you plan to undertake in the future.

_____

_____

5. a) What are your recreational and sports activities?

	Recreational		Sports
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____

b) How often do you participate in these activities?

	Recreational		Sports
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____

6. What recreational and sports facilities are available in your community? (Please enumerate)

Recreational	Sports
_____	_____
_____	_____
_____	_____

III. Views on population, communication and related topics.

	Yes	*No*	*Don't know*	*No comment*
1. Is your family income inadequate?				
2. Do you have any knowledge of family planning?				
3. Do you practice family planning?				
4. Are you in favour of early marriage?				
5. Are you in favour of a large family?				
6. Have you and your husband/wife ever discussed the number of children you want to have?				
7. Do children provide security in old age?				
8. Do children come because it is the will of God?				
9. Do you think your community is overpopulated?				
10. Do you think rapid increase in population would affect the following: a) environment b) employment c) food supply d) health services e) housing f) natural resources g) education				
11. Do you think population education will help improve the quality of family life? (Standard of living, environment, education nutrition, general health, etc.)				
12. Do you have reading materials at home?				
13. Do you listen to the radio?				
14. Do you have time for recreation?				
15. Do you have adequate recreational facilities?				
16. Have you attended any seminar, workshop or lecture on population education?				

IV. Aspirations:

A. What do you think is the ideal age at marriage for

1. Males? _____ Years

Why?

_____

_____

2. Females? _____ Years

Why?

_____

_____

B. What is your preferred number of children?

Why?

_____

_____

C. What do you plan to do to improve your family's welfare?

_____

_____

V. Problems and solutions:

1. What problems are affecting the youth in your village?

_____

_____

_____

_____

2. Is the community exerting efforts towards the solution of these problems?

_____ Yes _____ No _____ Don't know

If not, why not?

_____

_____

_____

_____

Appendix B-2

SURVEY FORM FOR COMMUNITY LEADERS

I. **Basic Information**

1) Name _____

2) Sex _____

3) Designation _____

II. **Youth Activities/Interests/Problems**

1) Are the following activities organized for youth in your community?

(a) "Kru" making . . . . . ☐

(b) "Yellow bean" planting . . . . . ☐

(c) Tailoring . . . . . ☐

(d) Food cooking and preservation . . . . . ☐

(e) Market demonstration . . . . . ☐

(f) Wells for rice stalks . . . . . ☐

(g) Workshop training . . . . . ☐

(h) Folk music . . . . . ☐

(i) Religious class . . . . . ☐

(j) Mushroom growing . . . . . ☐

2) Which of the activities mentioned are popular among the youth?

(a) _____

(b) _____

(c) _____

3) What are the problems confronted by youth attending:

(a) "Kru" making?

(b) "Yellow bean" planting?

(c) Tailoring?

(d) Food cooking and preservation?

(e) Market demonstration?

(f) Wells for rice stalks?

(g) Workshop training?

(h) Folk music?

(i) Religious class?

(j) Mushroom growing?

4) What do you think are the general problems affecting the youth in your community?

_____

_____

_____

_____

_____

5) Is the community exerting efforts toward the solution of the problems?

☐ Yes ☐ No

If "No", why not?

_____

_____

_____

_____

_____

Appendix C-1

PRETESTING INSTRUMENT: POSTER/CHART

Title of Poster/Chart:

Name of Respondent:

Village:

1. What do you think is the message of the poster/chart?

   _____

   _____

2. Is there any word or phrase in the caption that you don't understand?

   _____ Yes _____ No

   If "Yes", what word/phrase?

   _____

   _____

3. Is the picture appropriate to the caption?

   _____ Yes _____ No

   If "No", why?

   _____

   _____

4. Is there anything in particular that you like about the poster/chart?

   _____ Yes _____ No _____ Don't know

   If "Yes", what is it?

   _____

   _____

5. Is there anything in particular that you do not like in the poster/chart?

   _____ Yes _____ No _____ Don't know

   If "Yes", what is it?

   _____

   _____

6. Is there anything in the poster/chart that might bother or offend the people who live in this village?

   Yes No Don't know

   If "Yes", what is it?

   _____

   _____

7. What suggestions can you give to improve this poster/chart?

   _____

   _____

8. Observations of the Pre-tester.

   _____

   _____

BASIC INFORMATION ABOUT THE RESPONDENT

1. Name: _____
2. Age: _____
3. Sex: _____ Male _____ Female
4. Marital status, if applicable:
5. Education completed: _____
6. Present occupation: _____
7. No. of children if applicable: _____

9. Observations of the Pre-tester.

   _____

   _____

   _____

BASIC INFORMATION ABOUT THE RESPONDENT

1. Name: _____
2. Age at last birthday: _____
3. Sex: _____ Male _____ Female

4. Marital status, if applicable: _____
5. Education completed: _____
6. Present occupation: _____
7. No. of children if applicable: _____

CHECK LIST FOR PRE-TESTING OF MATERIALS

Place _____

Date _____

Title: "Spacing for Better Family Life"

Format: Illustrated booklet

A. Basic Information:

1. Name of interviewee: _____
2. Age: _____
3. Sex: _____ Male _____ Female
4. Occupation: _____
5. Marital status: Married _____ Single _____
6. Education: _____ (highest grade/year completed)
7. Organization affiliated: _____

B. Pre-testing of Material:

1. Appropriateness

Item	*Appropriate*	*Not appropriate*	*Do not know*	*Remarks*
1) Theme 2) Content 3) Lay-out (format) 4) Method of presentation 5) Illustrations				

2. Readability

1) Please underline/write down words which the learner finds difficult to read.

_____

2) Please underline/write down words which the learner cannot understand although he can read.

_____

3) Time taken in reading the material: _____

C. Knowledge and comprehension:

(Ask a set of questions related to the content read).

1. What were the steps that Fatima's mother-in-law took to ensure safe delivery?

_____

_____

2. What advice did the doctor give to Fatima and her husband regarding when to have a second child?

_____

_____

3. What are the advantages of proper spacing?

_____

_____

4. What are the different methods which can be adopted for proper spacing?

_____

_____

D. Content:

1) Did you find the material interesting?

Yes _____ No _____ Don't know _____

2) Did you find the material informative?

Yes _____ No _____ Don't know _____

3) Did you find the material useful?

Yes _____ No _____ Don't know _____

E. Attitude:

1) Do you think that spacing can help in reducing family size?

Yes No Don't know

2) Do you think proper spacing between the birth of two children is good for the mother as well as the child?

Yes No Don't know

3) Do you think regular medical check-up during pregnancy helps in safe delivery?

Yes No Don't know

4) Do you think family planning methods (use of contraceptives) ensure proper spacing?

Yes No Don't know

5) In your opinion, what should be the proper gap between the births of two children?

_____

F. Suggestions for improvement:

What do you suggest to improve the materials?

_____

G. General comments of the interviewer.

_____

Name of Pre-tester

Appendix C-2

PRETESTING INSTRUMENT: STORY/BOOKLET

Title of Story/Booklet: _____

Name of Respondent: _____

Village: _____

1. What is the title of the story/booklet?

_____

a) Do you like the title of the story/booklet?

_____ Yes _____ No

b) If "No", what title would you suggest?

_____

_____

2. Did you learn anything after reading the story/booklet?

_____ Yes _____ No

If "Yes", what did you learn?

_____

_____

3. Did you find the story/booklet interesting?

_____ Yes _____ No

If "No", why?

_____

_____

If "Yes", why?

_____

_____

4. Did the pictures in the story/booklet help you understand the message?

_____ Yes _____ No

If "No", why?

_____

_____

5. Was there any word, phrase or sentence that you found difficult to understand?

_____ Yes _____ No

If "Yes", what word, phrase or sentence is it/are they?

_____

_____

6. Did you find anything in the story/booklet which might bother/offend the people in this village?

   _____ Yes _____ No

   If "Yes", what is it/are they?

   _____

   _____

7. Would you recommend this reading material to your friends and relatives?

   _____ Yes _____ No

   If "No", why?

   _____

   _____

8. What suggestions can you give to improve this story/booklet?

   _____

   _____

BACKGROUND INFORMATION ABOUT THE RESPONDENT

1. Age at last birthday: _____
2. Sex: _____ Male _____ Female
3. Marital status, if applicable: _____
4. Education completed: _____
5. Present occupation: _____
6. No. of children if applicable: _____

Appendix D-1

RESULTS OF PRETESTING OF LEARNING MATERIALS

I. Introduction

The Workshop group selected nine of the sixteen learning materials which members of the group produced for experimental trial use. The materials were:

1. "Big Family or Small Family
   The Choice is Yours" (Poster)
2. "Family Size and Food" (Poster)
3. "What does Responsible Parenthood Mean?" (Poster)
4. "Next Baby When?
   First One is in School" (Poster)
5. "Know Your Country's Population Facts" (Poster)
6. "When More Means Less and Less Means More" (Booklet)
7. "Will Maria Realize Her Dream?" (Booklet)
8. "Prolonged Delayed Marriage" (Booklet)
9. "Spacing for Better Family Life" (Booklet)

For the purpose of the experimental trial use, all the materials were translated into Thai. The trial was held in Don Kaew village on 25 July 1984 from 7.00 to 9.00 p.m. Eighteen youth between the ages of 13-24 participated in the exercise. For the experimental trial use, the Workshop group used instruments which were adaptations of Evaluative Instruments, Numbers 4 and 5 taken from the Manual for Field Workers (Unesco, Bangkok 1981) to record reactions from the respondents. The instruments used are appended.

II. Results

The youth respondents actively participated in the exercise. They adequately reacted to the questions directed to them and provided the group with valuable suggestions for the improvement of the learning material.

The following section presents the results of the exercise:

Learning Material No. 1

"Big Family or Small Family?
The Choice is Yours"

The four respondents (three males and one female) of age group 13-17 years old found the message of this learning material as clear and gave positive responses to the questions directed. They suggested that illustrations such as toys, televisions, home furnishings, etc. be made more explicit. Difficulty in understanding of the phrase, "The Choice is Yours!" was expressed.

Based on the suggestions of the youth respondents and the subsequent discussion among the members of the Workshop group, it was decided that the final poster should have more explicit illustrations and other messages be removed. The bottom caption should be changed to "What Family Size do You want?".

Learning Material No. 2

"Family Size and Food"

The youth respondents (four males and one female in the age range of 13-19) found some difficulties in getting the message from the poster. Based on their suggestions and reaction the Workshop group decided on the following improvements:

a) The title be changed to "Family Size and Quantity of Food".

b) The picture of the big family should show some disorganization at the dining table (such as disorderly sitting and food grabbing). Happiness in the faces of the family members of the small family should be made explicit.

c) The graphic presentation should be removed.

Learning Material No. 3

"What does Responsible Parenthood mean?"

Four youth respondents (three males and one female) were involved in the experimental trial use of this learning material. Their ages ranged from 16 to 24 years old. The youth grasped the message easily because of the good and detailed description in the pictorial illustrations.

Assessing the respondents' reaction, the group decided on the following improvements on the poster:

a) Another illustration showing recreation for children i.e. children at play be added.

b) The mother's face (mother breastfeeding her baby) should look happier.

c) The picture of women in the social group be replaced by another picture showing the women being involved in other more valued activity.

d) The illustrations on contraceptives on the wall-chart being pointed to by the nurse in the picture be replaced by an illustration with a different message.

Learning Material No. 4

"Next Baby When?
First One is in School"

This poster was distributed to two male and four female youths who were between the ages of 15 and 19 years. While the respondents found the messages and the pictorial as appropriate, their remarks, however, implied certain problematic situations in the interpretation of the illustration in cross-cultural situation. After deliberations by the members, the group decided to make the necessary changes. The decision was made in the light of the reactions of the respondents and the situations in member countries. A new poster was made to bring home the intended message. The following are the other decisions:

a) The caption for the new poster should only be "Next Baby When?".

b) Pictorials need more detail.

c) The new poster should show alternative choices for spacing – 2-3 years or 4-6 years.

Learning Material No. 5

"Know Your Country's Population Facts"

The three female respondents (15-16 years old) got the intended message very easily, other than making the illustrations sharper, no major change was necessary.

Learning Material No. 6

"When More Means Less and Less Means More"

Two girls and one boy (ages 16-19 years) were involved in the pre-test the booklet. The story in the booklet was found to be clear. As there was no negative reaction from the respondents, the Workshop adopted the booklet.

Learning Material No. 7

"Will Maria Realize Her Dream?"

The intended message of this story was clearly grasped by all five respondents (three male and two female, 15-24 years old). They suggested that the mother be older and the father be introduced in the story. Assessing the respondents' reactions, the Workshop group made the following decisions:

a) The age of the mother in the story be changed from 35 to 40 years.

b) The father be introduced in the story.

Learning Material No. 8

"Prolonged Delayed Marriage"

Based on the suggestions of the four respondents (two males and two females, 16-19 years old) the Workshop group decided that, to be consistent with certain social values, some changes need to be made in the story as regards to man whom the teacher was to marry.

Learning Material No. 9

"Spacing for Better Family Life"

"Spacing for Better Family Life" was adopted by the group. Like learning material No. 6 "When More Means Less and Less Means More"; illustrations of the various means of contraceptive, were deleted from the presentation.